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THE

Bulletin

OF THE NATIONAL ASSOCIATION

OF SECONDARY-SCHOOL PRINCIPALS



Secondary School
Administrators at Work

SERVICE ORGAN FOR AMERICAN SECONDARY SCHOOLS

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OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

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The Next 25 Years in Secondary Education

PAUL E. ELICKER

THIS subject is challenging but filled with great personal risk. It would have been safer for the speaker to have accepted the first subject that was proposed to him, "Secondary Education in the Next 100 Years." Surely he, regardless of his claim to youth, would not be available for checkup and accountable for any reckless prognostications or any spaceship imaginations he may now have. Even the change to "50 Years Hence" would have given him more security in the future if not now. You see the speaker is definitely driven to a sane and sound prognosis with the present topic and in discussing this subject with so youthful a group as you. Great movements in education require time for initiation, promotion, development, and evaluation.

If this tends to confuse anyone, allow me to ask all of you to recall the significant movements or developments in secondary education in the 1930-1957 period. One has a difficult time to identify those outstanding phases or aspects of secondary education other than the great increase in the number of students, the slow increase in teachers' salaries (really just keeping pace with inflation and the cost of living), and the concomitant factors involved in growth in numbers and size. In retrospect, allow me to identify a few significant movements in secondary education that came to fruition during the past 25 years.

1. *Progressive Education*

Although this type of education emphasized the "child-centered school," which in itself was good, *very good*, for a complacent and static type of secondary education, its leadership fell into the hands of a few extremists, and the progressive movement was often unjustly maligned. It suffered a dismal defeat, and many educational innovations became "suspect." This occurred in the past 25-year period.

2. *The Junior High School*

Although this type of secondary education had its early development longer than 25 years ago, it enjoyed its greatest growth and effectiveness during the past 25 years. During the period of metamorphosis of secondary education which is still going on at an accelerated rate, the junior high school solved many issues in the education of youth and created new

Paul E. Elicker is the Executive Secretary of the National Association of Secondary-School Principals, a department of the National Education Association. This was given as an address at the Centennial Summer Session Educational Conference at Illinois State Normal University in Normal, Illinois, on July 16-18, 1957.

ones. This type of secondary education has established itself as functionally effective and must be placed on the credit side of the education ledger.

3. *The Changing Curriculum*

Again, this situation can not be confined to a 25-year period, but certain emphases have taken place during this period, such as adapting the curriculum to the needs of all youth that were appearing in greater numbers with a wider diversity of interests and aptitudes than in earlier periods of secondary education. This professional interest was summarized in the "Ten Imperative Needs of Youth" as found in the publication of the National Association of Secondary-School Principals, entitled *Planning for American Youth*, first published in 1944 and revised in 1951. Emphasis on curriculum during the past quarter of a century appeared in a curriculum development movement for the slow learner and more recently for the gifted or talented. More examples could be given, but these are sufficient to indicate how difficult it is to reduce any estimate of significant growth and gain in education to so short a period of time.

WE VENTURE FORTH

There is very likely to be a better understanding and a wider acceptance of our present philosophy of secondary education, briefly stated as "education for all normal youth of secondary-school age to the extent of his ability to learn and equip himself for a productive and useful place in our society." The crest of the wave of biased and prejudiced criticism has passed, and the general public will accept and support secondary education for all youth. Secondary education has weathered and progressed even under vicious attacks on it by "crusaders" for self-publicity and for the sale of their pronouncements. The Bestors of this state and their ilk from other parts will be forgotten in the progress of secondary education leaving only, as their contributions, a stimulative effect on the real thinkers and leaders in secondary education and an inducement to step up their reforms and adjustments in the educational program. Secondary education has faced similar attacks in the past, such as the great Kalamazoo court decision of 1874 when the national issue of using tax funds of all the people to establish and maintain high schools was resolved.

With the great growth in school population in the next 25 years, we must face staggering problems of mere housing and care. Let's look into the immediate future.

In total population.....	10 years ago.....	141,000,000
	Now	170,000,000
	By 1975	221,000,000

Now a look at the school population—

Elementary schools.....	by 1965	30% more children
High schools.....	by 1965	50% more youth

Now as to basic needs¹

Teachers.....	Now	1,200,000
	By 1965	1,800,000

Some of these teachers will be needed for school growth and some for replacements at the rate of 200,000 new teachers a year. Also more classrooms and more tax money will be required just to keep pace with this tremendous growth. We and you in education cannot do all we want to do or should do, but generally the public will support this growing program, mainly because the boys and girls in the school of tomorrow are their sons and their daughters.

OTHER FACTORS THAT WILL GIVE GREAT CONCERN

1. Consolidation

Consolidation will continue and will be stepped up in some school communities. As the older generation reduces itself, the potency of the factor of local pride and self-satisfaction in the school of the "good old days" will wane. These consolidated schools will be better than the best of the one- or two-room schools of today for reasons that must be obvious to all of you.

2. Integration

Integration is the really big issue in the southern states and will remain so in some states for 25 years or longer according to the present attitude and sensitivity of the citizens of these states. Wherever the Negro is in a relatively small minority, great and rapid progress in integration will develop with some spasmodic outbursts of opposition. Progress, however, toward the goal of a democratic condition will take place.

Legislation seldom, if ever, can change the *mores* and social standards of a people. Acceptance by the people through continual and constant education during a generation or more is the only hope of complete solution of such an issue. Forcing the issue that affects the mode of life of great numbers of people will only increase the sensitivity of the people and may actually retard the natural progress of such a movement. Believer in and supporter of our Supreme Court, I sincerely think that it is not powerful enough to do what no former legislative body could do; *i.e.*, legislate social reform and morality faster than the people are willing to accept such radical changes in their life. Hard headaches are in our path of progress on this issue in several of our southern states.

3. Staff Utilization

Staff utilization will be a potent factor in school administration during this period of shortage of qualified teachers. We must find new and more effective teaching techniques which have changed very little in the past 25 years. We shall find that some teachers of some subjects can handle effectively more students than the standard prescription now of twenty-five

¹See October 1957 issue of *Research Bulletin of the National Education Association*.

students in a class. Already, significant experiments are going on with closed-circuit TV in some subject areas.

The National Association of Secondary-School Principals and others are conducting experimental studies on staff utilization in several subject areas in our secondary schools with the aid of special grants from the Fund for the Advancement of Education. Ten of these projects that were carried on during the school year 1956-57 are described in the publication *An Exciting Profession—New Horizons for Secondary-School Teachers*, published by the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School of the National Association of Secondary-School Principals. An evaluation of these studies will be published in the January 1958 issue of THE BULLETIN of the National Association of Secondary-School Principals.

We shall learn how to improve the teaching effectiveness of many of our mediocre teachers and certainly our potentially talented teachers. Such programs are now going on especially in the fields of science and mathematics.

4. *Teaching Salaries and Merit Rating*

This will be another important issue. Salaries will slowly edge upward as the cost of living increases and as the shortage of qualified teachers continues. I hope we shall soon see the time when the beginning teacher, fully trained, will start her teaching career on a par with the truckdriver. Many teachers start with as little as \$3,000 per year while the truckdriver receives \$4,400. Present salaries of teachers must be doubled before teachers are on an economic level with other professional people. This may come, but slowly, and I believe begrudgingly by the general public.

Now let me be reckless and unpopular with the rank and file of the teaching profession. Such general increases in teachers' salaries would be greatly accelerated if teachers as a group would accept a merit rating plan. Such a plan is in effect, even though it is not so called, in nearly all of the other professions—and salaries for all are higher. But teachers will continue their opposition to such a plan because the average and inferior teacher is certain she will lose by such a plan. They, the teachers, have what they believe are justifiable reasons for their position on this issue; viz.

- a. Their distrust of a favorable evaluation of their teaching effectiveness by school administrators
- b. Their innate desire to keep pace salarywise with the superior teacher in the next room
- c. Their belief that school boards and superintendents will use this way of reducing school expenditures by awarding salary increments to a small number of teachers
- d. Their belief in the labor union philosophy of a routine scale of salaries for all workers who put in the same amount of time per day

We shall, in my estimation, make very little progress, except where there are large numbers of superior teachers, and the community is aware of this fact. Salaries for teachers as a consequence will continue to lag for all teachers.

5. *The All-Year School*

There is much agitation by citizens for the twelve-month school thereby obtaining greater utilization of expensive school plants and equipment and greater use of qualified teachers. Their reasons are very logical, but impractical. The four-quarter plan for academic periods of three months each has been abandoned in many places after an extensive trial, such as in Amarillo, Texas; Omaha, Nebraska; Newark, New Jersey; and Nashville, Tennessee. The average parent planning for a vacation trip will not give up his summer vacation time to allow his children to attend the summer quarter if that is where his children are assigned. Summer is the practical time for most family vacations in most of our states, especially if an extended motor trip is contemplated. As organized labor obtains more and more vacation privileges, the chances for the academic type of school program in the summer become dimmer. On a voluntary basis, summer sessions are possible and growing. Also, certain kinds of activities for youth, such as camping, outdoor swimming, and fishing, are not practical for all times of the year.

Teachers and administrators are likely to be placed on a twelve-month salary schedule in increasing numbers with one month for vacation. Outdoor school opportunities may increase in some areas where natural facilities and resources are available. This, however, is a different kind of education, useful as it is, from the twelve-month plan with three periods of three months for each youth.

6. *The College Rush*

Here too, we are going to see more high-school graduates knocking at the college doors for admission to our institutions of higher learning. There will be many headaches over the years for both schools and parents, and the secondary school will be subjected to harsh and generally unjustified criticism. The college will unconsciously aid and abet this situation because they will want not only to "maintain" standards, but also to raise them by becoming more selective in their admissions. This issue will be resolved in time by the publicly supported institutions increasing their facilities and establishing branch institutions in convenient populous areas throughout the state.

The two-year public community colleges will grow in number and in size and will provide a real educational service to many youth who can profit by more education beyond the present high-school level. I am not so optimistic about the private two-year junior colleges. They will tend to go the way of the privately endowed colleges, become more selective and also more expensive. More youth, percentage-wise, will want to go to

college in the next twenty-five years, and the great outlet will be the public tax-supported institutions.

LET'S SUMMARIZE THIS PROGNOSTIC RECKONING

Our country will continue to lead all other nations in maintaining the best educational program for all its youth. Our best will be able to compete successfully with the best educated in other countries as they have done in the past.

We shall continue to make significant gains in the education of all of our citizenry just as we did during the period from World War I in 1917-18 to World War II in 1941-45. Millions of men in the Armed Forces, through a rigorous testing program, gave us a national rating of education for all in the Armed Forces in World War I of grade 6.8. By a correlation of the same testing program of millions of men and women in the Armed Forces in World War II, we raised the general level of education to grade 10.5—nearly a four full grade-level advance in a 25-year period. We shall continue to progress, but not as rapidly in the next twenty-five years because progress near the top (a 12-grade education) is obviously more difficult.

With this will gradually come a higher respect for the teacher and the teaching profession in the average school community—yes, a better understanding and appreciation of the work of the teacher as education serves the human needs of youth and concerns itself, increasingly so, with the human welfare of man.

The people of America have initiative, vigor, and conscience. These and other potent qualities of our people will be in great evidence during the next quarter of a century through the organized forces of education in our great land.

EDUCATIONAL TELEVISION IN CALIFORNIA

A milestone in California ETV developments was reached this summer when Governor Goodwin J. Knight signed a law authorizing the public educational agencies of the state to engage in educational television programs and activities. The legislation represents the culmination of a six-year effort to write enabling legislation. It was supported by the major educational organizations of the state, among which were the California School Boards Association, California Teachers Association, California Congress of Parents and Teachers, Audio-Visual Educational Association of California, California Association of School Administrators, and the Association of University Women.

Superintendent of Public Instruction Roy E. Simpson said in support of the bill, "When Governor Knight signed this bill into law, he made it possible for educational agencies throughout the state of California to investigate, experiment with, and put into use the medium of educational television; thus giving us another educational tool which many have referred to as 'the most significant development in communication since the invention of the printing press.'"
N.E.T. News.

Behavioral Goals of General Education in High School

WILL FRENCH

THE September 1956 issue of this *Bulletin* announced the initiation of a survey study to describe the goals of general education in high school in terms of pupil behavior. Proposed by the National Association of Secondary-School Principals, the project was made possible by the aid of the Russell Sage Foundation, managed by the Educational Testing Service, and enhanced by advisory help of the American Association of School Administrators, the Association for Supervision and Curriculum Development, and the United States Office of Education. The project was completed in April of 1957 and the report was published by the Foundation in October. This article gives a brief overview of the project report.

THE RATIONALE OF THE REPORT

The report considers *general education* as a program which helps to supply the common learnings needed by youth who are to live competent and satisfactory lives in our society. It assumes that this program should be required of all youth, as a means not only of furthering their growth but also for maintaining and improving our democratic society. It presumes that an expanding program of specialized education will run concurrently with this general education program throughout the junior-senior high-school period. This specialized program should meet the needs and interests of individual students rather than the common ones met by the general education program.

Another concept basic to the report is that the outcomes of general education are best described in terms of changed and improved behavior, a view commonly accepted by those who have been most active in the general education movement. This report undertakes to define, more specifically than has been done before, the behavioral goals high schools can reasonably be expected to seek through their programs of general education.

The report holds that what is now the required-of-all program in high school, though much improved in the last twenty-five or thirty years by the use of better methods of teaching and by the better selection of content, is still not as desirable or as effective a program of general education as is needed when judged in terms of its effects on the behaviors of stu-

Will French is Professor of Education at Teachers College, Columbia University, New York City.

dents. It holds that the further improvement of general education in high school will be encouraged and facilitated by the identification of specific examples of the behavioral goals of general education which are implied by such statements of educational objectives as those formulated by the Educational Policies Commission of the NEA. The report, therefore, presents extensive, but not inclusive, lists of illustrative behaviors suggested by twenty-four consultants and approved by at least three fourths of the forty-one "reviewers."¹

ORGANIZATION OF THE REPORT

These goals are grouped under headings which bring together categories and clusters of related behaviors. They are keyed to the Educational Policies Commission's objectives in four charts. These examples are also grouped to illustrate behavioral growth toward: (1) one's best personal self ("self-realization"); (2) acceptable small-group membership; and (3) responsible and effective membership in large political, civic, cultural, and economic organizations. They are also classified to indicate growth toward: (1) intellectual competence; (2) cultural orientation and integration; (3) mental and physical health; and (4) economic efficiency.

The illustrative behaviors are stated in terms of what may be reasonably expected of superior high-school seniors. In many cases they call for mature behavior on the part of this group of seniors and are meant to challenge them. While these levels of behavior are not likely to be reached by less mature seniors or by the younger students, they mark directions of behavioral growth for all students. Less mature behaviors exhibited by these students should be consistent with stated behavioral goals, even though the highest levels cannot be reached. Some indications of the levels and kinds of less mature behaviors accepted as satisfactory for these younger and less mature students are listed as "developmental equivalents." These can be used by teachers to evaluate behaviors which are less advanced than those called for by the goals, but consistent with them. They illustrate behaviors which schools should accept as indicative of satisfactory achievement on the part of many students.

School systems and individual staff members are encouraged by this study to evaluate their present programs of general education in terms of whether desirable behavioral changes are being produced or not. The report provides a form for this evaluation. This form can be used to evaluate such aspects of general education as citizenship education or health education, or to evaluate its whole general education program. Those engaged in revising a school's general education program will have more specific indications of the kinds and levels of behavioral growth which changes in the program should endeavor to produce. Those engaged in developing general education tests or in writing textbooks will have concrete indications of the behavioral competence which should be sought through general education in high school.

¹The details concerning the organization of the project are covered in the previously mentioned article.

WHAT THE REPORT ATTEMPTS TO DO

1. It encourages schools to accept desirable changes in behavior as the goals of general education, with content recognized as means to these ends. It does not attempt to prescribe the content.

2. It provides extensive lists of behaviors which illustrate desired changes. It does not attempt to provide all-inclusive lists.

3. These lists are proposed with the wide variety of high schools and communities in the United States in mind and illustrate the total range of common behavioral needs of all students. There is no implication that each high school's general education program needs to stress all behaviors in every list.

4. From the lists each high school and community may select behaviors which most need to be stressed by that school's general education program. It does not attempt to remove from each high school its proper responsibility to study its own situation and to build its own program for achieving the commonly accepted objectives of general education.

5. It can serve as a guide to those responsible for the improvement of general education in a high school, school system, or state, and thus help them to clarify their task. It does not make this hard task easy.

6. The evaluative form makes it possible for any high school to evaluate its program of general education or any aspect of it in terms of student behavior. It helps the school to decide what it thinks is most important in its own community and to decide how well it thinks its general education program is succeeding. The form does not set up any "standard" which can be used by a school to establish whether its general education program is better or worse than that of any other school or group of schools.

7. In time, the use of the report may help to establish the relative merits of "subject-centered," "experience-centered," "core," "integrated," and "block" programs as means for facilitating the development of desirable behaviors. It does not assume that the superiority of any one of these over the others has been objectively established.

8. The report may provide a basis on which test development agencies, research workers in a school system, or classroom teachers may construct tests of each student's behavioral competence by which growth toward various kinds of mature behavior can be indicated. It does not attempt to do this.

SUMMARY

The report's basic contributions are: its emphasis on the improvement of students' behavior as the end-product of general education; its recognition of mastery of content as a means of learning, but not as a measure of learning; and its listing of specific illustrative behaviors which are implied by the more general statements of the commonly accepted objectives of general education.

Report on Secondary Education in the United States of America

By the General Directors of the Ministry of Education
Ankara, Turkey

About three years ago the Ministry of Education of Turkey designated several public secondary schools as "experimental schools." With financial assistance from the Ford Foundation and the Republic of Turkey, teams of high-school principals and teachers were sent for a year's study and visitation in the United States during 1953, 54, and 55. When these people returned to Turkey, they became faculty members of the experimental schools, the purpose of which was to liberalize the existing rigid curriculum so as to provide more functional education for Turkish youth. By 1956 these schools had achieved considerable progress. It was desirable that leading officials of the Turkish Ministry of Education visit secondary schools in this country to become acquainted with American secondary education. By this means, it was expected that they would be in a better position to advise on the experimental high schools in their country. So, these officials, who head major divisions of the Ministry in Ankara, came here for the final three months of 1956. This is the report on American secondary schools which they wrote after they returned to Turkey. We who worked with them admired their keenness of observation and sharp grasp of the characteristics of our secondary schools.—Editor.

Educational cooperation between the United States and Turkey has been steadily increasing during recent years. As one of the many evidences of this cooperation, we were invited by the Ford Foundation for a nation-wide tour of American secondary schools covering the last three months of 1956. Our group consisted of Mr. Cemal Alpman, member of the Board of Education, Mr. Tarik Asal, Director General of Secondary Education, Mr. Ferit Saner, Director General of Technical and Vocational Education, Mr. Osman Horasanli, Chairman of the Board of Inspectors, all representing administrative positions in the Turkish Ministry of Education, and Mr. Turhan Oguzkan, Teacher of Adult Education at Gazi Teacher-Training College in Ankara, serving as an interpreter to the group. The tour was sponsored by the National Association of Secondary-School Principals.

During the three months of our tour, we visited more than 60 schools of various types and levels in more than 25 cities from coast to coast. Besides a number of universities, state teachers colleges, junior colleges, public libraries, and museums, our program included mostly comprehensive schools like New Trier in Winnetka or Custer High School in Milwaukee; vocational schools like Mergenthaler Vocational High School in Balti-

more; adult education institutions like Emily Griffith Opportunity School in Denver; laboratory schools like Illinois University High School; and special schools like Paul Revere Trade School for slow learners in Rochester. At almost every school district in which we stayed, we visited either the local department of education or the State Department of Education. We had a chance to see the U. S. Office of Education at the beginning of our tour in Washington, D. C. All along our tour, we talked with a great number of college professors, school administrators, teachers, board members, parents, and students on matters concerning educational ideas and practices in the United States. Everywhere we went, our American colleagues showed us a most genuine friendship and hospitality, which we will always remember as a precious experience. We would like to extend our gratitude to all who helped us in various ways, particularly to Dr. Thomas E. Benner, the Representative of the Ford Foundation in Turkey, to Dr. Paul E. Elicker, Executive Secretary of NASSP, to Dr. Ellsworth Tompkins, Associate Secretary for Administrative Services of NASSP, to Mr. G. E. Damon, Assistant Secretary for Business of NASSP, and Misses Kay Tamesa and Virginia Roe, members of the staff of the same Association.

In this report, we will try to evaluate our impressions of secondary schools in the districts we visited. These impressions, however, are so rich and so varied that we can select only certain aspects. Some of the points we may emphasize might be too obvious for a native and yet interesting for a foreign visitor. We will state them as well as we can in order to represent accurately our experience.

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A foreign visitor coming to the United States for the first time has many things to marvel at. If he lands in New York, as we did, he is impressed with huge skyscrapers, enormous bridges, well-built highways, large department stores, and abundance of goods and commodities. He senses that this is a country of large-scale enterprises. As he travels to state after state; visits cities, towns, industrial plants, and farms; and talks to the people, he realizes that a spirit of creating the better and bigger prevails in every field. Education is no exception.

We saw excellent school buildings in most of the school districts we visited. These buildings were new and efficient. They included the best designed and richest laboratories, shops, art and music rooms, and gymnasiums which we had ever seen. They had large and comfortable libraries, auditoriums, and cafeterias. Many of them had an indoor or an outdoor swimming pool. The school plant usually covered a large area; around the buildings were athletic fields, play grounds, parking lots, and still more land for further expansion.

We often found additional services in the schools such as an audio-visual department, a reading laboratory, or a closed-circuit radio or television station. The Cleveland school system owned and operated an

educational radio station for instructional purposes in schools. In Denver and San Diego, we visited the audio-visual center of the department of education where teachers could borrow instructional materials needed. The districts provided the students with textbooks and other learning material. The number of students in one class was usually around 25.

According to the figures given by the U. S. Office of Education, 75 per cent of the boys and girls between 14 and 17 years of age are enrolled in American high schools. No doubt this percentage is higher for the age groups below 14. Out of every 100 youths of a given age group, 60 graduate each year from high school. Nearly 40 per cent of the high-school graduates attend colleges and universities. After we saw the extent of adult education activities, we concluded that a considerable number of high-school graduates do not enter a college or a university immediately, but do so at a later stage.

We cite the facts above as some evidences on the size of education as a public enterprise in the United States. We think that America can rightly claim that she has much better secondary-school facilities for a much larger percentage of her youth than any other country in the world. Material wealth is one of the explanations, but a better explanation is the strong belief of American people in the virtues of education. At every place of our visitation, we found so much enthusiasm and understanding for the cause of education that it impressed us greatly.

* * * *

From the beginning of our tour when we visited the U. S. Office of Education, all along the way, a basic feature of education in America that attracted our attention continuously was the autonomy given to local school districts. Federal government and state governments exercised little or no authority in areas where in many European countries, including Turkey, a Ministry of Education or the National Parliament itself took a direct interest. The approval of textbooks or the salary schedule of teachers are cases in point; in Turkey, the first concerns the Ministry of Education and the second, the Parliament.

We were told that heated discussions had taken place on the advantages and disadvantages of Federal aid to education. To many people in the United States, Federal aid represented a choice between the preservation of local freedom and equalization of educational facilities. As far as we could judge, American people are great individualists and yet they feel deeply that provision for equal opportunities for everyone is a basic principle of democracy. Both the principles of freedom and equality are already instilled in American education. On one hand, we saw groups of teachers preparing textbook material for the schools in their districts, school officials enjoying a much greater initiative than the ones in a centralized system, and considerable variety from one district to another. On the other hand, there were excellent agriculture and trade instruction, lunch and transportation programs which were made possible by state and Federal aid to education.

National control of education is, of course, a much larger issue than the issue of state and Federal aid. When the arguments are advanced in favor of local or national control, we feel that certain related problems should be kept in mind: Does the country have a centralized approach in the fields other than education? How strong is the desire of the local people to educate their children? What are the possible sources of income for schools in localities? How skillful are the local people to work cooperatively for a common cause? What have the historical development and tradition been? Does an efficient leadership exist at the local level? When we consider these and similar problems, it is obvious that a great many factors in the United States favor the local control of education, just as in many other countries the national control is the only working solution.

The local pattern leads to certain results. One of them is that it is very difficult indeed to talk about an American school system as such because of differences, major and minor, from one district to another; this may be considered as an advantage because every district operates as a laboratory in education. Another result is that the local pride puts an element of competition among the districts which leads to continuous experimentation and creation. A third result is that the schools in every district can be organized so as to meet local needs. On the other hand, it sometimes becomes a problem to set aside the provincial approach in instruction which, in our opinion, the United States cannot afford because of the great mobility of her people and because of her leadership position in the world.

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Most of the secondary schools we visited were of the "comprehensive" type. The social value of gathering students from all economic and social levels and from all interest groups under one administration and in a single school is obvious. It removes or softens the barriers between the poor and rich, between the more intelligent and the less, and between those who are trained in manual work and those in arts, literature, and sciences. It promotes an understanding and appreciation of other interests rather than one's own. The student in a comprehensive school can change his field of concentration without the difficulties of transferring from one school to another.

We think that the comprehensive school is one of the most important contributions of the United States to secondary education. For the visitor coming out of a system where separate college-preparatory, trade, and commercial schools exist with barriers between them, the comprehensive school represents an idea to consider most seriously. It may suit perfectly the social philosophy of an open-class society which Turkey is.

When individual abilities and interests rather than economic level are taken into account in order to direct the students to various fields, an efficient program of testing and guidance becomes unavoidable. Par-

ticularly at the senior high-school level where students are offered an increased amount of elective courses, such a program is exceedingly vital. In the districts and schools we visited, testing and guidance received a major attention. Many schools encouraged their teachers to attend universities so that they could learn more about the techniques of testing and guidance. There were specialists in these areas employed by the departments of education or by the schools. Detailed information was collected and kept for each student. Thus, the school officials and teachers were able to advise the students and their parents on reliable bases.

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The American educators we met were very much concerned with individual differences among the students. They were well aware of the dilemmas of a mass education in which a wide range of abilities and interests was represented. This situation may not be different from that in other countries. But what magnified the problem in the United States was the commitment of the secondary school to open its doors to all youth and to offer them not only what they needed, but also what they were interested in. The high school in America wants to hold the students as long as possible and to make them successful. The attention was largely on the slow learner and the brilliant. We visited one school for slow learners in Rochester; but a more common approach was the organization of special classes for the students with an intelligence below the normal. In a few schools, such students were grouped together only in certain courses, joining the others for activities like shopwork or physical education.

At the time of our tour, one of the current issues discussed at length in the press was the education of the brighter children. The Illinois University Laboratory School accelerated the bright children for one year. On the other hand, some high schools rejected acceleration and introduced college-level courses into the program for the benefit of brighter children. In the Winnetka junior high-school grades, however, there was an attempt to individualize for all students, including those with normal intelligence.

The system of electives and the unit credit system seemed to us to be two important devices by which individual needs, interests, and abilities are met. Without these devices, it would have been difficult to achieve and administer flexibility in the courses of study. If we compare this situation with a system where the students, classified according to their years in high school, are required to follow a uniform program and are promoted only when they are successful in all the courses they take in a year, the advantages of the electives and unit-credit system become more obvious. Here we found another major contribution of the United States to the field of secondary education.

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The subjects most stressed in high school were English and physical education. American history and citizenship also received a major attention. Except one or two courses in beginning mathematics and beginning science, such courses as algebra, geometry, trigonometry, biology, physics, and chemistry were offered as electives. Although the students in the college-preparatory program were required to take a number of courses in sciences, there was a general anxiety over the low percentage of youth interested in science courses.

Many educators we talked to during our tour did not feel any need for a revision of the place of world history and geography in high-school curriculum. Considering the leadership position of the United States in world affairs today, we found both the amount and content of such courses insufficient. We met high-school students who had little or no idea about some of the important areas of the world; their knowledge of various nations and cultures, outside of those of a few European and Latin American countries, was surprisingly meager. Many adults exhibited the same lack of information. The American people, however, including the youth and children, are curious and willing to learn about other cultures and other parts of the world. It seemed to us that the American high school is a proper place to satisfy that curiosity.

Many of our American colleagues told us apologetically that they could not speak any foreign language. All of them took one or two foreign languages during their high-school or college studies. We met, however, foreign language teachers who could command one or two foreign languages excellently. We saw some of these teachers in the classroom; they were skillful and enthusiastic teachers. We felt that many more high-school students could profit to a better degree from these fine teachers.

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One of the characteristics of the high-school students whom we met or observed was their social maturity. Our impression was that they were efficiently taught to think rationally, to respect the opinion of others, to work in groups, to discharge responsibilities, to exercise leadership, and to be considerate and friendly. They were loyal to democratic ideals and to their national heritage. They were brought up as good citizens and fine people.

We found the classroom atmosphere always pleasant and the attitude of the teachers toward the students was always friendly. The students had a lot of opportunities to acquire desired social skills during the classroom activities. Student governments and organizations, clubs, and rich extracurricular activities help the students develop the finest sort of personal and social qualities. In some schools, formal courses in speech, leadership, or student court still furthered these qualities.

There is no doubt that one of the greatest achievements of the American high school is the development of the whole student, as opposed to

the development of the student's store of knowledge at the expense of physical and social development. Compared with other countries, a much larger percentage of American youth profits from the services of high school in order to develop socially, physically, and mentally, and they profit for a longer period of time. When they are out of the high school, excellent colleges and universities, as well as adult education programs, are available for them for further development.

* * * *

Finally, we would like to comment on the high quality of the school officials and teachers we met during our tour. We admired their excellent grasp of modern educational theories and practices. Their differences of opinion were limited to the controversial issues. They knew the community in which they worked; they took part in many civic organizations. They were proud of their achievements and frank about their problems. They were eager to use their creative abilities for the good of the school system. They were friendly and helpful to the students, to the parents, and to each other. It was a privilege for us to know each one of them.

FILMSTRIP ON CURRENT AFFAIRS

The Supreme Court: Justice Under Law is the subject in the forefront of the news that opens the 1957-58 series of Filmstrips on Current Affairs produced by the Office of Educational Activities of the *New York Times*. This filmstrip launches the tenth annual series of these graphic audio-visual tools keyed to major developments in current events. *The Supreme Court* takes up the unique role of the judicial branch of the American government in shaping the living Constitution and giving effect to American democracy as a nation under law. It takes up the recent pattern of decisions, the controversy these have aroused, and the background of the rulings on segregation, national security, individual rights, and other areas. In addition, it discusses the High Court's approach to the issues before it, its history and shifting outlooks, and its great decisions and dissents.

The Supreme Court is for 35mm projectors, in black and white, and consists of 55 graphic current and historical pictures, cartoons, and charts. Accompanying the filmstrip is a discussion manual that reproduces each frame and adds below it supplementary information for each frame. The manual also has a general introduction to the subject, discussion questions related to sections of the filmstrip, and suggested activities and reading.

The entire series is available for \$15; individual filmstrips cost \$2.50 each. The filmstrips are available from the Office of Educational Activities, The New York Times, 229 West 43rd Street, New York 36, New York.

Annual or Semiannual Promotion?

INTRODUCTION

ORGANIZATIONAL practices and policies in the schools of the United States have never been static. From the days of the first schools in our nation to the present, school organization practices and policies have changed to meet new conditions, new purposes and changing needs. Various organization plans and procedures have come into existence, flourished, and declined.

An area of school organization that has received its share of attention is that of promotion. Changing practices and policies have resulted in a number of promotional plans. In recent years a number of different promotional plans have characterized the school term.

School systems may be divided into three groups in terms of promotional periods: those which promote once a year, those which promote twice a year, and a very small percentage that have developed different plans for promoting at irregular times during the year. For all practical purposes the plans "boil down" to those of annual and semiannual promotions.

Good teaching has been done, and is being done, under all of the promotional plans. The plan that proves best for one system need not be the best one for another system. In selecting the promotional plan it will use, a system must consider its own objectives and the unique circumstances under which its school system operates. On the other hand, it cannot ignore the practices of neighboring systems or the current trends concerning promotional plans.

In an effort to keep abreast of what is happening in the promotional area of school organization, and the implications upon our own system, the superintendent of Alameda Unified School District selected a committee from his administrative staff to conduct a study of the area. The purpose of the committee was to:

1. Review the literature concerning trends, current practices, advantages of each plan, and problems experienced in the transition from one plan to another
2. Survey the practices of surrounding districts
3. Observe the effects of the plans upon the Alameda school system
4. Offer recommendations concerning the best plan for the Alameda system.

This report was prepared by the following committee: Louis Grant Brandes, *Chairman*, Vice Principal of Encinal High School, Marvin E. Hockabout, *Director of Instruction*, Norman Morrison, and Mrs. Jeannette Romanoff, all of Alameda, California.

REVIEW OF THE LITERATURE ON PROMOTIONAL POLICIES

Background

The first schools in the United States were essentially one-teacher, one-room, one-group ungraded schools. It was not until the 1850's that graded schools, where children progressed from one grade to another, became an accepted means of teaching. The ways and means of promoting youngsters from one grade to another has been an educational issue ever since. Promotional intervals of less than one year were introduced to mitigate the evils of annual promotion. Promotional plans have come to include annual promotion (once a year), semiannual promotion (twice a year), quarterly promotion (four times a year), and promotion by examination (irregular promotion on basis of achievement). Methods and techniques of individual and group instruction have been developed to promote the advantages and offset the disadvantages of each promotional plan. At the present time the semiannual plan is represented in about 99 per cent of the school systems that do not promote annually.¹ Thus, promotional plans are limited largely to annual and semiannual plans, particularly in the public schools of California. The presentation herein will be limited to the two plans.

Advantages of the annual and semiannual promotion plans

Numerous advantages have been claimed by the proponents of the annual and the semiannual plans. A very realistic summary of the advantages for each plan has been presented in a survey made by the Cleveland Public Schools.² They are presented as follows:

Annual

1. An entire year provides better continuity for pupil growth and development.
2. Parents, teachers, and pupils become better acquainted.
3. The number of different pupils a teacher meets in a year is reduced.
4. Teachers can make better provisions for pupil needs, abilities, and disabilities.
5. A year affords a better opportunity for slow pupils to make adjustments and for pupils handicapped by absence to make up work.
6. There is less retardation and fewer failures.

Semiannual

1. With annual promotions there is the dilemma of accepting exceedingly immature children, e.g. in the kindergarten at the chronological age of less than 4 years 8 months (about half of whom have still younger mental ages) or facing the disapproval of parents who strongly oppose having their children wait until they are 5 years and 7 months old, or less, before they can enter kindergarten.
2. Where there are poor teacher-pupil relationships, the semiannual plan enables a pupil to change teachers earlier.
3. With semiannual promotions the

¹Otto, Henry J. *Elementary-School Organization and Administration*. New York: Appleton-Century-Crafts, Inc. 1954. Pp. 270-1.

²Luther, G. H., and J. C. Adell. *A Survey of Current Practices in Large Cities of the United States Relating to Annual and Semiannual Promotions, Age of Entry into Kindergarten and First Grade, and Promotional Policies*. Bulletin No. 52. Cleveland Public Schools, October 1953. Table No. 2, p. 25.

Annual

7. Divided classes in elementary schools (two or three half-grades in one room) are reduced.
8. There are fewer classes with small enrollments in high-school subjects.
9. There is a longer, continuous period of readiness (pre-reading experiences) in the first year.
10. Many textbooks and courses of study provide for a year of continuous work.
11. The summer forgetting period between two semesters of the same grade of the same subject is eliminated.
12. The summer forgetting period may account in part for the poorer achievement of the mid-year entering group.
13. Instructional time of pupils and teachers is not wasted by reorganization at mid-year.
14. Administrators and supervisors have more time to work on other problems, as their time is not taken by mid-year reorganization.
15. Operating costs are reduced by having fewer small, mid-year classes.
16. Clerical work is decreased by annual promotions.
17. There is better coordination with the high-school program.
18. A wider variety of secondary-school subjects is possible in September.
19. Many colleges have only one entrance period a year and the period between graduation in January and the entrance to college in September interrupts the continuity of schooling.

Semiannual

- chronological age range and the mental age range in a class is much smaller than with annual promotions. This results in better classification and tends to keep pupils of more nearly the same social age together.
4. Semiannual promotions provide greater elasticity in meeting the needs of pupils and better classification.
 5. The placement of failures is less difficult with semiannual promotions.
 6. Semiannual promotions minimize the tendency to promote children who should repeat work.
 7. A failing pupil loses only one semester instead of an entire year.
 8. A semester failure is made up more readily than failure for a full year.
 9. Parents do not object so seriously if pupils are retained an extra half-year in a grade, as when they are retained a full year.
 10. A high-school pupil can take another subject the last half of the year, if he fails a two-semester subject the first semester.
 11. Adjustments of needs of a few individuals does *not* necessitate the reorganization of all classes at the mid-year.
 12. It is easier for a bright pupil to earn an extra promotion for a semester than for an entire year.
 13. Annual promotions abolish mid-year admissions to school.
 14. A school system with a large population of children of migratory workers requires the elasticity in classification that is provided by semiannual promotions.
 15. Semiannual promotions compel a careful evaluation of pupil status twice a year instead of once.
 16. Since annual promotions involve a full year's work, they seem more formidable to pupils and produce greater tension and worry.
 17. Semiannual promotions provide a more uniform flow of graduates into commerce and industry.

The Lindsay study

A comparative study of the merits of annual and semiannual promotion as they are concerned with the educational opportunities of youngsters in the elementary grades through the sixth was published by Lindsay in 1933.³ In making a comparison of the advantages claimed by each of the plans, he found only slight advantages in favor of one or the other of the plans and these advantages were compensational.

The French study

A similar study, published by French in 1933, compared the merits of the two plans for senior high schools.⁴ He surveyed 424 high schools *via* questionnaires, made individual studies of selected schools, and measured the progress of 750 selected students under the two plans. He found that the semiannual plan not only failed to show any of the advantages claimed for it, but that it had introduced evils of its own. Among his findings concerning semiannual promotion are the following:

1. It does not provide identical education opportunity for mid-year entrants and graduates that it provides for fall entrants and spring graduates.
2. It introduces extra administrative duties and complicates their performance without showing a proportional improvement in results.
3. It breaks up the continuity of the year, for both teachers and pupils.
4. It usually involves the expenditure of more time, effort, energy, and, probably, in small schools, more money.

French points out that some schools are developing individual promotional procedures under each of the two plans, whereby the pupil's learning rate, not the amount of time spent, is the point of reference. Promotion is achieved on the basis of credits earned, but, since they are earned on an individual's basis depending upon level of achievement and learning rate, promotion is individualized. As this plan is developed into a well-rounded program, annual and semiannual plans are regulated to a deserved place in the museum of educational antiquities.

Summary of findings on annual-semiannual promotion prior to 1950

Elementary

A summary of findings on promotional periods as they pertain to elementary schools has been presented by Otto.⁵ An abstract of this summary is provided in the following paragraphs. In 1938, of 366 cities of all sizes, 49.99 per cent had annual and 47.8 per cent had semiannual promotion. The semiannual plan was found in 65.1 per cent of the cities above 100,000 population and in 22.6 per cent of cities under 30,000 population. Each year a number of school systems change from the annual to the semiannual plan or *vice versa*, thus indicating the uncertain status of promotion interval and the efforts of teachers and adminis-

³Lindsay, J. Armour. *Annual and Semiannual Promotions*. Teachers College Contribution No. 570. Columbia University. 1933.

⁴French, Will. *Promotional Plans in High Schools*. Teachers College Contribution No. 587. Columbia University. 1933.

⁵Contribution for the *Encyclopedia of Educational Research*, 1952 edition.

trators to find a better solution to promotion problems. Since 1938, the majority of changes have been from the semiannual to the annual plan.

There have been extended discussions about the relative advantages and disadvantages of annual as compared to semiannual promotions. Factual investigations have made efforts to establish the relative merits of the plans.

1. There is nearly twice as much overageness in semiannual as in annual promotion schools; there is less underageness in the semiannual promotion schools; there is a slight advantage in the percentage of normal-age children in the semiannual promotion schools.

2. There is no advantage of age homogeneity for either plan.

3. On the progress of children through the grades, the evidence slightly favors the annual promotion scheme in that small percentages are retarded; a smaller percentage experience non-promotion and a smaller percentage are accelerated.

4. The amount of time lost per retarded pupil is greater in annual than in semiannual schools.

5. Neither plan has any significant advantages in age homogeneity of kindergarten or first-grade entrants or in the average age which children are promoted from the sixth or eighth grade.

6. Annual promotion makes for better articulation between elementary and secondary schools.

Although some of the differences in the above comparisons do not carry statistical significance, it seems that a slight majority of the statistical evidence favors the annual promotion plan. In line with recent trends in the grouping of pupils for instructional purposes, the interest in promotion periods has been shifting from the conventional annual or semiannual plans to various types of continuous progress plans.

Secondary

Small schools tended to promote annually and large schools semiannually.⁶ Comparative studies indicated that little, if any, advantage over annual promotion was gained by semiannual promotion even though introduced to correct the evils of the former.^{7,8} In fact the evidence tended to favor annual promotion, especially in small and median sized schools. Studies revealed that, in comparison with fall-semester entrants, the mid-year entrants were slightly inferior in ability, did not have as wide a choice of curricular offerings, and were handicapped in their educational progress because of long summer vacations and frequent changes in classroom relations.⁹ All surveys recognized the inadequacy of either promotion plan as a device for adjusting the school work to the varying needs of children.

⁶Billett, R. O. *Provisions for Individual Differences: Marking, A and Promotion*. U. S. Office of Education, Bulletin No. 17, 1932. P. 472.

⁷Feingold, G. A. "Annual and Semiannual Promotions," *School Review*, pp. 747-58, 1933.

⁸Heck, A. O. "Contributions of Research to the Classification, Promotion, Marking, and Certification of Pupils, *Thirty-Seventh Yearbook*, National Society for the Study of Education. Pp. 187-99.

⁹Billett, R. O. *Op. cit.*

Summaries of NEA reports

An NEA report made in 1931 listed 92 per cent of cities with population of 30,000 or more as operating on a semiannual promotion basis, with the remaining cities of the group on annual promotion.¹⁰ Of 443 cities with population under 30,000, only 32 per cent were on semiannual promotion. During the ten-year period preceding the NEA report, 51 of 555 school systems had changed to the annual plan and 68 had changed to the semiannual plan. At the time of the survey (1931), 26 of 41 cities contemplating change were about to change from semiannual to annual, 10 from annual to semiannual, and 5 to irregular plans.

A more recent nation-wide study¹¹ was reported in 1949. It included data from 1,398 systems of all sizes. In 1939, of these systems, 73 per cent had annual promotion, 26 per cent had semiannual, and one per cent had other plans. By 1948, 93 per cent had annual promotion, seven per cent had semiannual, and less than one-half per cent had other plans. The percentage having annual promotion ranged from 60 for school systems in cities over 100,000 in population to 99 for school systems in cities of 2,500 to 5,000 in population. In the ten-year period from 1939 to 1948, of 278 systems making changes of promotional periods, 270 of them changed from semiannual to annual in the elementary schools, 154 out of 168 changed to annual in the junior high schools, and 133 out of 155 changed to annual in the senior high schools.

Opinion poll

A poll of five hundred school superintendents and two hundred fifty leaders of parent-teacher organizations concerning pupil progress was reported¹² in 1944. The replies, summarized as follows, indicate a growing interest in a continuous promotion plan as well as a decided preference for annual promotion.

Cleveland survey

The results of a survey¹³ conducted by the Cleveland Public Schools on current practices in large cities of the United States relating to annual and semiannual promotion, age of school entry into kindergarten and first grade, and promotional policies was published in 1953. Questionnaires were sent to the 98 largest cities in the United States in May 1952. Eighty questionnaires were returned, along with supplementary information including studies on promotion made by nine large cities. Data from 81 cities was reported (including Cleveland). The following findings, as reported, are reported herein:

1. Four of the five cities with population above one million, five of the seven cities with population above 900,000, nine of the fourteen largest cities with population above 590,000 had semiannual promotion.

¹⁰*Five Unifying Factors in American Education*. Dept. of Superintendence of the N.E.A., 9th Yearbook, N.E.A., Washington, 1931. P. 66.

¹¹*Trends in City-School Organization, 1938-1948*, Research Bulletin, N.E.A., Vol. 27, No. 1, February 1949, pp. 29-31.

¹²"What About School Promotions?," *Nations Schools*, Vol. 24, August 1944, p. 24.

¹³Luther, G. H., and J. C. Adell. *Op. cit.*

<i>Grade Groupings</i>	<i>Superintendents' Opinions</i>	<i>Parents' Opinions</i>
<i>Pre-primary:</i>		
Annual	47%	59%
Continuous promotion	46%	31%
Semiannual	4%	10%
Undecided	3%	0%
<i>Primary:</i>		
Annual	66%	57%
Continuous promotion	29%	14%
Semiannual	5%	9%
<i>Secondary:</i>		
Annual	72%	57%
Continuous promotion	16%	14%
Semiannual	12%	29%

2. Of twenty-five largest cities, ten of the eleven cities with population less than 590,000 had annual promotion.

3. Of the 81 responses, 58 had annual promotion, three were in transition to annual, and 20 had semiannual promotion.

4. Twenty-three of the 81 school systems changed to annual promotion in the nine-year period preceding the time of study.

5. There were no changes to semiannual promotion since 1927 among the 81 cities reporting.

6. The critical factor in changing from semiannual to annual promotion was setting up a satisfactory chronological age range and mental age range for entry into kindergarten and first grade. Before making a change-over, it was suggested that the administration give consideration to questions, such as: Should the range of mental age and of chronological age of entering kindergarten and first grade pupils be something less than double the present range? Should exceedingly immature children be accepted in the kindergartens? Should school authorities face the opposition of some parents who will strongly protest the necessity of their children waiting until the following year to enter kindergarten or first grade? Many school systems are struggling with these problems. One system recommended, "A legal, well-defined admission deadline."

7. The trend in promotional policies is toward a greater consideration for the individual pupil based upon his social, mental, and emotional maturity and upon his chronological age; there is less emphasis upon maintaining a common standard of achievement for all children. Some school systems follow the policy of regular promotion in the primary grades and to a lesser degree regular promotion in the elementary grades (through 6th). There are no established criteria for the repetition of a grade by pupils. Overageness and/or slow learners are serious problems. The number of non-promotions among boys were at least twice as great as among girls.

*8. The reasons given for changing to annual promotion included: (1) better opportunity for pupil growth and development, (2) better time organization for teachers and pupils, (3) teachers become better acquainted with pupil needs, (4) too many small classes necessitate double groups, (5) greater economy.

*9. Administrative problems faced in making change-over included: (1) special planning for adjusting mid-year groups, (2) educating public, (3) educating teachers, (4) placing incoming transfers, (5) entrance age problems.

*10. Educational problems faced in making change-over included: (1) problems in adjusting pupils in half-year classes, (2) making curriculum more elastic to provide for greater spread in pupil maturity, (3) reorganizing curriculum.

*11. Ways used in meeting lack of achievement included: (1) summer school, (2) remedial classes, (3) pupils promoted, (4) repeat the grade, (5) tutor teachers.

*12. Ways used in providing for slow learners included: (1) special classes, (2) continuous or nearly continuous promotion, (3) policy of limiting failures to one or two years, (4) promotion based on individual needs, (5) adjusted curriculum, vocational schools.

13. Suggestions for changing to annual promotion included: (1) sell public on annual promotion, (2) educate teachers for change, (3) plan carefully for eliminating mid-year pupils, (4) begin change-over in first grade and kindergarten and continue as pupils progress, (5) make complete change as quickly as possible.

Effect of school size

A report by Northby summarizes the effect of school size upon school organization in the secondary schools.¹⁴ He points out that investigations in this area may be roughly classified into two groups: surveys of small high schools and comparative studies of different sized schools. Both types of investigations reveal that the small secondary school possesses numerous limitations, such as limited curriculum, an overburdened teaching staff, and an inadequate plant and equipment. The comparative studies show that an increase in school size is usually accompanied by a decrease in school costs, an increase in curriculum and extracurricular offerings, and an increase in the number of desirable organizational and administrative procedures. On the basis of criteria employed, these investigations indicate a minimum enrollment of from 50 to 60 pupils per grade for effective school operation. Increase in school efficiency continues with increase in school size until enrollments from 150 to 200 pupils per grade are reached.

Observations

The following observations are evident from a review of the findings published in the educational literature on promotional periods:

1. If the trend in promotional practice is compared to the swing of a pendulum, it may be noted that the pendulum has almost swung through a

*Listings are in order of frequency of mention by reporting systems

¹⁴Contribution for the *Encyclopedia of Educational Research*, 1952 edition.

complete period. Promotional practice has changed from annual promotion, as accepted by most schools in our nation, to the semiannual promotion plan, then back again to the annual promotion plan.

2. Systems that have used semiannual promotion plans appear to be changing over to the annual plan, or "doing their darnedest" to plan for such a change-over. With but few exceptions, only in the very large systems, where change-over problems are intensified by a large school population and a large number of schools (each of which may have problems peculiar to itself), are semiannual plans being continued.

3. In a number of systems, the emphasis is on individual promotion procedures, including continuous promotion plans, remedial classes, classes for slow learners and gifted children, *etc.*, rather than upon annual or semiannual plans as such.

4. The effect of school size as reported by Northby may have significant implications for the departmentalized grades of the elementary schools and for the two high schools of our school system.

5. The experiences of other school systems as reported in the literature, including reasons for change-over, problems faced, suggestions, *etc.*, should be helpful in implementing any promotional plan decided upon for our system.

METHODS OF TRANSITION FROM THE SEMIANNUAL TO ANNUAL PROMOTION PLAN

School systems considering a change from semiannual to annual promotion are concerned with *how* to make the transition. Some information is available in the literature concerning transition methods used and the success experienced. This information is briefly reported in the following sections.

Patterns of transition

There are two basic approaches to the problem of transition from semiannual to annual promotion. These are the "grade-a-year" or "grow-through" plan and the "hurry-up" plan. There are various combinations of these two plans.

The "*grade-a-year*" plan permits a system to grow into annual promotion. Under this plan, the system eliminates the mid-year kindergarten the first year of transition; the second year, the mid-year class of the first grade is eliminated; the third year, the second grade; and so on, until after thirteen years, the entire system is operating on an annual promotion basis. This plan achieves the elimination of mid-year promotion without any pupils being retarded or accelerated merely because of the transition.

The "*hurry-up*" plan of transition provides for the elimination of all mid-year classes in a single semester, a single year, or some slightly longer period. Some systems feel that if a change to annual promotion is desirable, it is well to take advantage of the new plan throughout the system as early as possible. The mid-year class can be eliminated in a single semester, or somewhat longer period, by either retaining the children in the mid-year classes of their present class for another half-year

or giving them a double promotion and moving them ahead one-half year further than they would normally have been under the mid-year plan.

Some of the combinations and variations of the two plans include: (1) double promotion and retardation at definite grade intervals, such as at the 3rd-, 6th-, and 8th-grade levels; (2) covering two semesters' work in one semester, or three semesters' work in two semesters; (3) using summer school as a means of "catching up" for mid-year classes; and (4) using the "hurry-up" plan for the elementary grades and the "grade-a-year" plan for the high school.

Findings

In a survey conducted by the New Orleans Parish School Board, questionnaire returns were obtained from 28 cities of 100,000 population or more. The survey showed that "there was a decided trend toward starting the change in the kindergarten or the first grade, and allowing the change to progress gradually through the grades."¹⁵ Nineteen of the reporting systems indicated a preference for the "grade-a-year" plan; nine stated that the change was made in a single year; seven stated that the transition to annual promotion was made only in elementary grades and the high schools remained on a semiannual promotion basis. The "grade-a-year" plan was emphasized for the high school. Systems felt it essential that youth have a full four years to do the work of the ninth through the twelfth years.

Preference for the "grade-a-year" plan was also reported in a survey¹⁶ by the Grand Rapids, Michigan, system in 1945. Of twenty-eight systems responding to a questionnaire, sixteen stated that they made the transition through gradual elimination of the mid-year class over a twelve-year period.

Methods of eliminating the mid-year classes when the "hurry-up" plan is used

When transition is made on the "grade-a-year" plan, elimination of mid-year classes is no problem, because children already in mid-year classes continue with their groups until graduation. Systems using the "hurry-up" plan must solve a number of problems. A number of the questions that the "change-over" systems must be ready to answer are as follows: (1) Shall all mid-year classes be accelerated? (2) Shall they all be retarded? (3) Shall some children be accelerated and others retarded? (4) On what basis shall acceleration and retardation be made? (5) Shall the acceleration and retardation be made in a semester, a year, or over a period of years?

Some systems have accelerated some children in the mid-year classes and retarded others and found this method successful.¹⁷ Bridgeport,

¹⁵Orleans Parish School Board, Research Department. *Analysis of the Questionnaire on Annual Promotions*. New Orleans, Louisiana, December 1947. P. 4.

¹⁶Marka, H. *Reports from Forty Schools Using Annual Promotion*. Grand Rapids, Michigan.

¹⁷Lansing Public Schools. *Promotion Plans, 1947-48*. Lansing, Michigan.

Connecticut, reported that it made some double promotions and offered free summer school to help children fit into the higher classes into which they were promoted. Reading, Pennsylvania, reported a similar experience. Tulsa, Oklahoma, reported that it accelerated about three fourths of the mid-year pupils. All three systems reported that their plans were successful.

Of eight school systems that reported contemplating a change to annual promotion in Detroit metropolitan area, six planned to make it gradually, one in three years, and one in one year, with the high school remaining on semiannual promotion.¹⁸

The number of years to change from semiannual to annual promotion in the school systems of twenty-eight cities with population over 50,000 is reported in a study by the Metropolitan Detroit Bureau of Cooperative Studies.¹⁹ A summary of data from this study is provided in the table below.

*Number of Years To Change from Semiannual
to Annual Promotion*

1 yr.	3 yr.	5 yr.	6 yr.	9 yr.	10 yr.	11 yr.	12 yr.
9*	3**	1	3	1	1	5	5

* Four of those reporting that the change was made in one year indicated that the change in high school was gradual.

** One of those reporting that the change was made in three years indicated that the change in high school was gradual.

Elizabeth, New Jersey, using a one-year "hurry-up" plan, reported that on the basis of its experience, it would have been much better to have held the children back a half-year, and to have enriched the program for the mid-year group.²⁰ Springfield, Massachusetts, accelerated all mid-year children but gave its students a full year to do three semesters' work.²¹ Inasmuch as the Springfield plan represents a very careful effort to make mid-year acceleration successful, it is given further attention herein.

The Springfield system decided that the transition would become effective in September 1940. The school system was organized on the 6-3-3 grade plan. From September 1939 to February 1940, frequent meetings of principals and teachers were held to discuss the method to be employed in transition. In September 1939, teachers of H7 pupils were asked to plan the work in their classes so that during the ensuing year

¹⁸Metropolitan Detroit Bureau of Cooperative School Studies. *Annual and Semiannual Promotion Plans*, Detroit, Michigan, October 1949.

¹⁹*Ibid.*, pp. 14-32.

²⁰*Ibid.*, p. 22.

²¹Marsh, H. B. "Method of Change to the Annual Promotion Plan." *American School Board Journal*, February 1941, pp. 26-27.

the children would cover in two semesters the essentials of the work of the H7, L8, and H8 semesters. The transition was started in the seventh grade in advance of acceleration of the other mid-year groups, so that children entering junior high school would have four full years in grades nine through twelve. In February 1940, mid-year pupils in grades L1 through L7 began to cover three semesters of work in one year (two semesters), so that in February 1941, the mid-year classes could be merged with the September classes. By February 1941, all the elementary- and junior high-school classes were on an annual promotion basis. During succeeding years the mid-year classes in high school disappeared through graduation.

The Springfield plan necessitated considerable planning on the part of teachers and administrators. It meant temporary curriculum adjustments. All courses of study had to be simplified and the content for three semesters' work adapted to two semesters. Some statements concerning the plan have been offered:

1. The plan is based entirely on the principle of promotion. Including retardation would likely have resulted in confusion and dissatisfaction on the part of both pupils and teachers.
2. The mid-year classes were given a full year to make adjustment, rather than one semester as has been the practice in a number of other systems.
3. Only twenty-five per cent of the children were directly affected by the change, the remaining seventy-five per cent proceeded normally in their work. This was the result of the small numbers in the mid-year classes and the exclusion of grades 9 through 12 in the plan.
4. No protest or adverse criticism was evident on the part of the press or in communications or interviews with school officials.

Eight years after the foregoing appraisal, the Springfield schools reported that, in light of their experience, they would strongly urge the "grade-a-year" plan of transition to annual promotion in order to avoid both acceleration and retardation of children in mid-year classes.²²

Elizabeth, New Jersey, stated that it would have preferred to have retarded all mid-year children and enriched their programs.²³ Battle Creek, Michigan, made the transition in the elementary schools by retarding mid-year pupils, along with enriching their program, and reported that retardation worked well in their case.²⁴

*Combinations of "hurry-up" and "grade-a-year" plans.*²⁵ Many combinations of the "hurry-up" and "grade-a-year" plans of transition have been used. Some school systems carried the "hurry-up" method only through the third grade. One system started the transition by grouping all first- and second-grade pupils into straight first and second grades for the following September. Another school reported holding kindergarten, first, and second grades for an additional semester, then the next year

²²Metropolitan Detroit Bureau of Cooperative School Studies, *Op. Cit.*, p. 26.

²³*Ibid.*, p. 27.

²⁴*Ibid.*, p. 27.

²⁵Lansing Public Schools, *Op. Cit.*

holding fourth and fifth grades for an additional semester, with pupils in other mid-year grades continuing through. Still another system reported that no new mid-term admissions to first grade were allowed for the first two years; the third year grades three to eight were tested and either put ahead a half-year or retarded a half-year, with grades nine through twelve continued through until graduation; summer schools were offered to speed up the program.

Summary

Evidence indicates a preference among school systems for the "grade-a-year" plan. There is evidence, however, that both the "grade-a-year" and "hurry-up" plans, as well as combinations of the two, have been used successfully. Most systems making a change from semiannual to annual promotion have used the "grade-a-year" plan for the high-school grades regardless of the plan used for the elementary grades. Though no data are available as to why a particular plan of transition was selected by a system, it is evident from remarks from reporting systems that the decision was prompted by consideration given to public reaction to the problems associated with transition on the one hand and the best possible program that could be afforded youngsters on the other. It appears that an analysis of the needs, capacity, timing, and such other characteristics as are peculiar to an individual school system should receive ample consideration prior to the deciding upon a particular transition plan.

INTERESTING ARTICLES

"Look How They've Simplified High School Scheduling" (in Nyack, New York), *School Management*, September 1957, pp. 40-44; "How Long Does It Take To Build a School?" *School Management*, September 1957, pp. 75-76; "Separate Schedules for Junior and Senior Groups" (four half-hour lunch periods) by D. F. Seaton, *Nation's Schools*, September 1957, pp. 104-106; "We Can Be Proud of Facts" (on learning the fundamentals) by Harold G. Shane, *Nation's Schools*, September 1957, pp. 44-47; "What Teachers Want" by Frederick J. Moffitt, *Nation's Schools*, September 1957, pp. 53-56; "How Teachers Share in Textbook Selection" by Paul S. Anderson, *Nation's Schools*, September 1957, pp. 57-59; and "Criteria for Appraising a Salary Program" by R. F. Campbell and W. R. Fisher, *Nation's Schools*, September 1957, pp. 75-77.

Evaluating the Work of the State Secondary-School Principals Associations

MITCHELL L. VOYDAT

ANY type of educational evaluation, whether it be assigning a grade to a youngster, employing a new faculty member, or judging the effectiveness of an older faculty member, is sometimes quite difficult. This difficulty is increased enormously when evaluation concerns itself with group activity. Accordingly, I feel that this is no simple task. However, a common frame of reference can be obtained by answering the following question: What do we mean by the group activity of an organization? What is it that characterizes a forward-looking organization from a formalized institutional type?

Simply, group activity is cooperative social action resulting from several facets—the determination of the group to realize certain purposes, the formulation of plans to be used, the working out of these plans, the evaluation of the results, and, lastly, the selection of new purposes for continued action in the near and distant future. Now, if this is tied in with evaluation, one can select the popular definition of evaluation as part of the process by which people make choices and come to decisions. Evaluation may be characterized as:

First, a continuous process—an integral part of any learning situation.

Second, the cooperative responsibility of all those concerned in the process.

Third,—and this is most important—part of the process that works toward changes in both the individual and the group. Perhaps, for purposes here the term “projective evaluation” might be used to indicate this frame of reference.

Fourth, a process in which any change should be in the direction of objectives decided upon by the voluntary group.

SUGGESTED FUNCTIONS

Specifically, in terms of a “projective evaluation,” reference is made to changes in behavior and in thinking that might take place in the future as opposed to events and thinking that have occurred. Let us consider what might be some of the functions of an organization such as a state association of secondary-school principals. Does your organization:

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1. Promote, stimulate, and assist in the formulation of professional attitudes as well as fraternal and cooperative activities in and among the members?

2. Work in the general interest of the secondary-school principal and improve the status of the secondary-school principal, his condition of service, and the respect in which he is held so that his compensation—tangible and intangible—will be commensurate with the importance of the service which he renders to the people and communities of the state?

3. Maintain and support ethical practices of those engaged in secondary-school administration?

4. Make scientific studies of secondary-school problems?

5. Work to improve the professional qualifications of its members?

6. Commit itself to the support and promotion of activities leading to the development of a curriculum responsive to the needs of the youth of the state?

7. Seek to improve upon administrative and supervisory practices as well as to inform its members about these practices?

8. Cooperate with other groups and agencies engaged in research and experimentation for the solution of school problems and encourage the prompt and extensive application and use of valid findings?

9. Exert its influence to insure that the state education department is staffed and equipped so as to provide the highest quality of educational leadership and cooperate with this leadership in developing programs for the improvement of our schools?

10. Seek to inform communities and people of the state concerning the educational needs of the youth of the state and to enlist their support in adequately meeting these needs; in other words, does your organization afford an "official medium" for the expansion of the sentiments of secondary-school principals?

11. Foster plans and policies designed to improve teacher education?

12. Encourage desirable legislation for enactment?

SUGGESTED ACTIVITIES

What might be some of the future activities of your organization? Some activities for study and/or consideration that have been indicated by secondary-school principals' associations throughout the nation are:

1. Practices for improving reading in the junior high school

2. Current practices and trends in the junior high school

3. Preparation and training of junior high-school teachers by the colleges

4. Educational specifications for science and mathematics

5. Role of the parent in providing motivation for post-secondary education

6. Role of the state in providing funds for post-secondary education

7. Nature of the crisis in mathematics and sciences

8. Scholarships and scholarship testing

9. School-college relations

10. Specific program for training youth in moral and spiritual values
11. Social security and state retirement programs
12. Athletic training policies
13. Ways to challenge our bright students
14. Re-organizing the high-school day—five periods, no study halls
15. Promotion of family living
16. Citizenship education—How can we develop better citizenship in our schools?
17. Adjusting the language arts program to meet the needs of the total school.
18. Business education in the modern secondary schools
19. School administrators' salaries
20. Implications of child development for the secondary school
21. Staff induction—orientation and morale
22. The high-school accrediting association today
23. The principal as an instructional leader
24. Training of junior high-school teachers and administrators
25. Socializing influences for the junior high school
26. Organization and administration of the junior high school in terms of the needs of youth
27. What teachers appreciate from administrators
28. Trends in physical education on the secondary-school level
29. The secondary-school principalship—a challenge in human relations
30. Trends in the training of secondary-school administrators
31. Coordinating the work of the state department of education and the state association of secondary-school principals
32. Strengths and weaknesses of our secondary schools
33. What the colleges and university can do better to serve principals and the secondary schools
34. Legal and/or illegal practices in secondary schools
35. Testing and guidance
36. Marking and promotional policies
37. Improvement of faculty meetings
38. Place of TV in secondary education
39. Advanced study programs in the colleges and universities
40. Place of the community junior college in our secondary-education program
41. The extracurricular activities problems
42. Guidance program relationships—coordination, cooperation, and communication
43. How can secondary schools benefit by practices used by businessmen in solving their problems?
44. Role of guidance in providing post-secondary-school education
45. Drop-out study problems
46. Projects for use of Foundation grants

ACTIVITIES REPORTED BY STATE PRINCIPALS' ASSOCIATIONS

Another area that should be considered is a listing of specific strengths and accomplishments of state secondary-school principals' associations as reported by the respective organizations. Perhaps, a comparison of your own organization is warranted at this time.

1. Increased percentage of members
2. Eliminated senior lists (selling senior names)
3. Held annual educational conferences
4. Listed aims and objectives
5. School-College Committee—simplified transcript records, clarified college catalogs, arranged a schedule of visitation between teachers in the schools and professors in the colleges
6. Secured state legislation for salary schedule of principals
7. Set up purposes of and program for guidance-counselor training in conjunction with the state department of education
8. Control of inter-scholastic activities given to principals
9. Solidified the principals' organization, statewide
10. Held local district meetings throughout the state
11. Prepared publications—"Something Special for the Gifted Child," newsletter, etc.
12. Increased the ability to work together
13. Gained a better understanding of the instructional program
14. Developed know-how in action research
15. Gained strength through affiliation of membership with other groups
16. Planned effective conferences and committee projects
17. Increased school and public confidence in the state principals' association
18. Worked for 100% membership and professional recognition by the superintendents' groups
19. Emphasized the leadership role of the principal in the improvement of secondary education
20. Established an ethical code for administrators
21. Developed uniform entrance forms for colleges in the state
22. Disseminated administrative and supervisory practices current in the state secondary schools

AREA FOR FUTURE CONSIDERATION

The final area that should be considered is that of the specific problems as well as areas of possible future study that confront secondary-school principals' associations. The following were submitted by secretaries of the state principals' associations.

1. Relationship to state education association
2. Relationship to state department of education
3. Selective admission to the principalship

4. Advanced standing—acceleration of the bright and gifted youngster
5. Building up membership—creation of interest
6. Building up the standards of teaching and administrative personnel
7. Policy for pupil entrance into secondary schools—possible exclusion of a small percentage of non-educables from the secondary school
8. Better coordination between elementary, junior, and senior high-school principals
9. Single salary schedules for teachers affects morale, procurement, and service
10. Loss of school time due to extracurricular activities
11. School-college relations
12. Moral and spiritual values and secondary youth
13. The gifted youngster
14. The maintenance of controls in interscholastic activities
15. Sponsorship of the Science Fair
16. Money
17. Statewide salary scale for principals
18. Continuing work with teacher training institutions through pre-service and in-service training programs
19. Status of the secondary-school principal
20. Integrated relationship between junior and senior high schools

CONCLUSION

Our secondary schools are confronted today with problems of unprecedented difficulty. Rapid changes in all areas of our lives certainly call for changes in the methods and the basic purposes of our secondary schools. Pressures added to existing pressures increase the burden upon already inadequate staffs and school facilities. New and more urgent demands are placed upon the secondary schools of our nation. Certainly, a re-orientation of our secondary schools is needed to make those schools effective vehicles of opportunity for youth. The secondary-school principal, best of all, is in a strategic position to implement, to change, and to recommend changes in the secondary-school curriculum. The secondary school is more than a plant, a group of individuals devoted to a single objective. In the last analysis, it is the educational program that truly defines the secondary school. Accordingly, your responsibility is a large one. I am sure, quite sure, that secondary-school principals have accepted their responsibility. With the professional interest and enthusiasm that is in evidence, I know that they can be more confident than ever before of the results that will be attained.

Diminishing Adolescent Inequalities

EMANUEL A. SCROFANI

SOME of the major problems in many of our secondary schools are the distinct differences between the adolescent boy and the adolescent girl in scholastic achievement, degree of acceptance of positive citizenship factors, and social maturity. Most educators are confronted with problems of non-conforming behavior patterns, unbalanced proportions of the sexes on the school's honor rolls, and social or emotional problems requiring a larger amount of formal guidance teaching.

In reality, the schools are contributing to these secondary-school age problems by starting boys and girls at the same age in the primary grades. And yet, we recognize the fact that they reach puberty at different stages of their adolescent school years. The differences place the majority of the boys in unfavorable positions as they reach their teens, almost forcing them to misbehave, become complacent, be discourteous, *etc.* in order to compensate for their immaturity.

Up to age ten, boys almost hold their own in regards to physical equality, but from then on it is a losing race in reaching physical maturity early. At age $11\frac{1}{2}$, about five per cent of the boys are in their physical transformation, or, puberty stage, while twenty-five per cent of the girls have either started or are well within their puberty stage. At age $13\frac{1}{2}$, about forty per cent of the boys are within this level while eighty-five per cent of the girls have reached theirs.

That is a major factor in the adolescent problems which result from pointed differences between the sexes. To balance this biological difference of timing, it appears to be sensibly constructive if we were generally to start girls one year earlier in their initial primary grade. This means that, with normal promotion policies, the boys in any given grade would generally be one year older than the girls.

As parents and educators, we have long been familiar with the sudden growth of our girls; the brooding of the confused boys because of their deep concern about not growing tall early enough; the earlier female interest in grooming, dancing, etiquette, and the humanities; the almost sudden academic complacency by a large portion of the male scholars commencing in the junior high-school grades; and the almost unbelievable teenage behaviors, as judged by adults, due to the insecurities of the roles they play in life.

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The intermediate-grade age girl definitely demonstrates an earlier interest in the opposite sex while most of her male classmates are living in the "world-of-men-only" concept. The boy who does show an early interest often becomes the target of abuse or ridicule by his peers in the form of name calling or exclusion from the group. Interest in girls, clothes, or dancing is strictly out of the question for the self-styled "he man."

Dances at the junior high-school age level can often be classified as comical, wonderful, or disastrous—depending on your outlook or experience. The boys, smaller than their earlier puberty reaching counterparts, either look conspicuous dancing with the taller girls; stay on the sidelines in strictly male groups; create small disturbances to cover up their uncomfortableness and self-consciousness; or remain at home because they classify dances as social events for "squares." Nor is it easier for the taller girls who have to sit out the dances, dance with other girls, or peer over the heads of the boys in periscope fashion. Those of you who have chaperoned at the early adolescent dances remember the prodding and the required gentle pushing of the boys as you attempted to have them dance, and the lining of the dance floor with the boys solidly on one side—even though they are skillful at dancing!

The adolescent age is also tormenting for the parent in almost as many ways. Let us consider one common problem. The son who had been achieving scholastic success, to the delight of all concerned, can suddenly bewilder parents and teachers as he no longer shows the former intellectual curiosity and is willing to settle for less than his usual standards. He becomes content to meet minimum requirements or achieve average marks instead of his usual above-average to superior grades. The boy often develops a false notion that he must do this for the sake of prestige and acceptance with his peers. The earlier physical maturity of the girl tends to develop earlier maturity in ideals, social development, and intellectual disciplining. These are looked upon by many of the boys as exclusively feminine, causing them to rebel at high scholastic endeavors or academic perfection. The stereotyped title of "brain" is one which is appalling to all desiring acceptance by the large group.

Frequently, the freshman or sophomore boy begins to feel socially inadequate for his female classmates and decides that the only way to enjoy mixed social affairs is to associate with the eighth-grade girls from the nearby junior high school. It is at this state of mind when he becomes the one who lingers or loiters outside the junior high-school building slowly to bolster his ego. He might venture into the building supposedly to greet his former teachers, or he might possibly station himself outside the school property limits artfully smoking and displaying the latest high-school clothing fad. Eventually, he comes merely to escort or greet the eighth-grade girl who has been impressed with this display of common maturity. These little dramas do much to keep the un-

balanced maturities in the limelight and to create administrative school problems.

If boys were normally one year older than the girls in any given grade, the secondary-school environment would be altered considerably. The balancing of teenage entrance to physical maturity by altering the initial equal age requirement would tend to relieve many of the emotional and social problems for them. It could conceivably diminish an environment that breeds the "show off," the dreamer, the defiant little fellow, and the countless other surface behaviors that can be definitely traced to the physical inconsistencies of the sexes.

The present general stereotyped policy of equal-age requirement, except for children with proven maturity, puts the normal male student in an unfavorable competitive position in carrying out his role. The resulting façade problems necessitate increasing vigilance and treatment by all educational personnel with special emphasis being placed on the guidance staff. By creating a school society that does not directly provide for the recognized physical differences which act as springboards to social and emotional trouble pools, we are perpetuating adolescent problems that are often accepted as unavoidable. As educators, we owe it to our entrusted youth to investigate properly all areas that lead to human distress and then act accordingly.

UPWARD TREND NOTED IN MATH ENROLLMENTS

A 25-year decline in the proportion of high school students enrolled in mathematics courses was reversed between 1950 and 1955 and the trend toward mathematics continued to grow in 1956-57.

These are among the findings of a state-wide survey conducted by Arvo E. Lohela, curriculum director of the Escanaba public schools and presented at the 1957 meeting of the Michigan Schoolmasters Club.

Approximately 53 per cent of all students enrolled in high school last year were taking a mathematics course, compared to about 61 per cent in 1925-26 and to 47 per cent in 1950.

Size of the school appears to have "no appreciable effect" on the percentage of students enrolled in mathematics, but more variation is noticed when different geographical areas in Michigan are compared. The lowest enrollments are in the northern part of the Lower Peninsula, with the highest ones in the Detroit-metropolitan area schools.—*Letter to Schools from the University of Michigan*, September 1957.

High School Psychology Courses as Related to University Psychology Courses

T. L. ENGLE

THERE is evidence that the offering of psychology as a subject of instruction in American high schools is increasing. The principal purposes for offering such instruction seem to be: "to help the students understand themselves and their personal problems; to develop understanding of social problems and increase ability to live harmoniously with others; to provide instruction in elementary principles of psychology." Especially in connection with this last objective, the questions may be raised: (1) Does high-school psychology influence students to take university psychology? (2) Is high-school psychology of assistance to those who take psychology in a university?

In an attempt to answer these questions, the writer contacted thirteen university departments of psychology (Denver, Florida State, Indiana, Iowa, Kentucky, Missouri, North Carolina, North Dakota, Oklahoma, Purdue, Southern California, Texas, and Vermont), and asked them to administer a short questionnaire to students in their introductory psychology courses who had had a course in psychology in high school. The questionnaire was administered near the close of the first semester of the 1956-57 academic year. In addition, the departments were asked to furnish final course marks for their introductory course students, both those who had had psychology in high school and those who had not. This survey was made as part of the work of the Division on the Teaching of Psychology, American Psychological Association.

Of 4,695 students in 74 classes under 50 instructors, 448 (9.5 per cent) had had a course in psychology in high school. Of this number, 345 (77.0 per cent) had had a one-semester course, 103 (23.0 per cent) had had a two-semester course. There were 190 men and 258 women. Most of these students were either freshmen or sophomores.

Students were asked, "Was your high-school course in psychology the primary influence which led you to sign up for an introductory course in psychology in the university?" Of the 345 students who had had a one-semester course in high school, 119 (34.5 per cent) replied in the affirmative. Of the 103 who had had a two-semester course in high school, 59 (57.3 per cent) replied in the affirmative. The difference is statistically

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significant. There was no significant difference between men and women. For both sexes and for both one and two semesters of psychology in high school, there were 178 students (39.7 per cent) who indicated that their high-school course in psychology had been the primary influence leading them to take psychology in a university. Furthermore, quite a number of students who responded by "No" or "?" wrote in the explanation that psychology was a required course for them so they did not consider high-school psychology to be the primary influence, although it had influenced them.

Another question was, "Did your high-school course in psychology give you the correct impression of psychology as you have come to know psychology in your university course?" Of the students who had had a one-semester course in high school, 192 (55.7 per cent) reported that they had been given the correct impression of psychology. Of those who had had a two-semester course in high school, 54 (52.4 per cent) reported a correct impression. This difference is not statistically significant. Neither was there a significant difference between men and women. For the entire 448 students who had had psychology in high school, 246 (54.9 per cent) indicated that their high-school course had given them the correct impression of psychology as they had come to know psychology in the university.

A third question was, "As related to your university work in psychology, has your high-school course in psychology been: (a) of assistance, (b) neither of assistance nor a handicap, (c) a handicap?" Of the 445 students who answered this question, 218 (49.0 per cent) expressed the opinion that their high-school psychology had been of assistance to them in their university work in psychology, 219 (49.2 per cent) thought it had been neither of assistance nor a handicap, and only eight (1.8 per cent) believed high-school psychology had been a handicap to them in their university psychology course. It is of further interest to note that of the 343 students who had had a one-semester course in high school, 157 (45.8 per cent) believed the course had been of assistance in their university course whereas of the 102 students who had had a two-semester course in high school, 61 (59.8 per cent) believed the course had been of assistance in their university work. The difference is significant at almost the one per cent level of confidence.

It is of special interest to note that of the 246 students who believed that they had been given the correct impression of psychology in high school, 165 (67.1 per cent) thought their high-school course had been of assistance in their university course, but of 199 students who believed they had not been given the correct impression, only 52 (26.1 per cent) indicated that their high-school course had been of assistance in their university course. The difference between these two percentages is statistically significant. Furthermore, of the 192 students who thought their one-semester high-school course had given them the correct impression of psychology, 126 (65.6 per cent) stated that their high-school course

had been of assistance in their university course; for the 54 having had a two-semester course, the corresponding figure was 39 (72.2 per cent). The difference is not significant. On the other hand, of 151 students who thought their one-semester high-school course had not given them the correct impression, only 30 (19.9 per cent) stated that, nevertheless, their high-school course had been of assistance in their university course; for the 48 having had a two-semester course, the corresponding figure was 22 (45.8 per cent). The difference is significant.

In addition to these measures of student attitudes, final course marks of students having had psychology in high school were compared with final course marks of 3,836 students in the same classes who had not had psychology in high school. Marks were not available for all students not having had psychology in high school. Each university used a five-letter marking system, usually A, B, C, D, F. The letter marks were weighted plus three for "A," plus two for "B," plus one for "C," zero for "D," and minus one for "F." The mean weighted mark for students having had psychology in high school was 1.15; for those not having had psychology in high school, 1.14. The difference is not statistically significant. Neither was there a significant difference between the mean mark (1.18) of students having had a one-semester course in high school and the mean mark (1.06) for those having had a two-semester course in high school. For men having had psychology in high school, the mean mark was 1.09; for women, 1.21. The difference is not significant.

Course marks of students expressing the opinion that their high-school psychology course had been of assistance in their university psychology course were compared with course marks of students expressing the opinion that their high-school course had been neither of assistance nor a handicap, or even had been a handicap. Students believing that their high-school course had been of assistance had a mean weighted mark of 1.33. For those believing their high-school course had not been of assistance, or even a handicap, the mean weighted mark was only 1.00. This difference is significant. It is to be noted that for students believing their high-school course had been of assistance, the mean course mark was higher than for students not having had psychology in high school (1.14), the difference being significant at better than the one per cent level of confidence. For those believing their high-school psychology had not been of assistance, the mean course mark was lower than for students not having had psychology in high school, although the difference is only significant at the five per cent level.

In addition to the measures of attitudes and marks, students were given an opportunity to make comments about their high-school psychology course as compared to their university psychology course. Many students made no comments. Of those who did comment, some were favorable to high-school psychology, some unfavorable. A few representative responses were as follows:

My high-school course was a simple introduction to psychology, but it did not offer the necessary material for college psychology.

Not enough stress in high school on pure psychology. There was a lot of time spent in class discussion on any problems, such as dating and so forth.

I have found that the college course goes into more detail and is more interesting than in high school.

In high school, we just skipped over what seems to me now as important.

My high-school teacher didn't know what he was talking about. He was a math teacher.

I think the high-school course was much better. I learned more. Much harder in high school. We covered more material.

I enjoyed the high-school course. It was more interesting. Our present course carries on too much about insignificant things.

I found high-school psychology to be more practical, placing the emphasis on human beings instead of white rats.

High-school psychology was just as comprehensive and as well conducted as in the university. However, it lacked a laboratory.

I think college freshmen ought to be allowed to take an advance credit test if they have had high-school psychology.

SUMMARY

Of students who have had psychology in high school, at least 40 per cent have been influenced by that experience to take psychology at the university level. Those having had two semesters of psychology in high school have more frequently been influenced to take psychology in a university than those having had only one semester of psychology in high school. Fifty-five per cent of students taking the introductory psychology course in universities reported that high-school psychology had given them the correct impression of psychology as they had come to know psychology in their universities, but it made no difference whether they had had one or two semesters of psychology in high school. Whether or not high-school psychology is believed to be of assistance in university psychology seems to depend largely on whether or not it has given the student the correct impression of psychology as psychology is taught in universities. It is true that two per cent of university students expressed the opinion that their high-school psychology course had been a handicap to them in their university course, but, on the other hand, almost half of the students believed that their high-school psychology course had been of assistance to them in their introductory psychology course at the university level. A two-semester high-school course was more often judged to be of assistance in university psychology than a one-semester course, even in those cases in which it was believed that it had not given the correct impression of psychology.

University course marks in psychology for students having had psychology in high school are no higher than the marks of students not having had psychology in high school, except for those students believing high-school psychology to have been of assistance to them in their uni-

versity course. The fact that high-school psychology may not serve as preparation for university psychology, as measured by marks, should be of no more concern than the fact that many university students report that their high-school courses in physics and chemistry are but slightly related to their university courses in those subjects. Furthermore, we do not know what kind of students elect psychology in high school.

This report has been concerned with psychology courses in universities. It is possible that data might have been different had the subjects been students in community, small liberal arts, or teachers colleges.

This report has not attempted to answer the question, "Should high school psychology be taught as preparation for university psychology?" For high-school students, especially those not going to a university or those going to a university but not planning to take psychology there, the other two objectives mentioned at the beginning of this article may well be far more important than preparation for university course work with its emphasis on theoretical and experimental aspects of psychology.

Psychologists are becoming increasingly interested in the teaching of psychology in high schools. They are taking steps to provide for communication between psychologists and the teachers and students of psychology at the high-school level.

SELF-CONTAINED CLASSROOMS

Monroe L. Spivak of Newark, New Jersey, reports that children who had been in self-contained seventh- and eighth-grade classrooms did significantly better than their mates who had been in departmentalized seventh- and eighth-grade junior high-school classrooms, when both groups reached the departmentalized ninth grade of the same junior high school. The children from self-contained classrooms received better grades, reported fewer problems, did better socially and were in "trouble" with school officers less frequently. This report raises some pertinent questions with regard to the advantages of departmentalization in a school for young adolescents. Possibly the children are better served by self-contained classrooms, at least on these grade levels. This is reprinted by him in "Effectiveness of Departmental and Self-Contained Seventh- and Eighth-Grade Classrooms," *The School Review*, December 1956, pp. 391-7; and "The Junior High: Departmentalized or Self-Contained?" *Phi Delta Kappan*, January 1957, pp. 134-6.

DO YOU HAVE THE FEBRUARY 1948 ISSUE OF THE BULLETIN?

We have recently received a request for a copy of the February 1948 issue of THE BULLETIN. Our supply has long since been exhausted. If you have one, would you please contact Dr. Albert R. Brinkman, Elementary School Coordinator, Public Schools of the Tarrytowns, 200 North Broadway, North Tarrytown, New York. He is very anxious to secure this issue.

A Year After

EDWIN A. WILLARD

IN THE October 1956 BULLETIN, there appeared an article which I had written, entitled "A High School Principal Comes Back": I had been away from education for more than six years, serving three years in Europe with the Department of State and three years in Washington as a special consultant to the Central Intelligence Agency. I returned to the field of education voluntarily because I felt this vocation a more rewarding experience, one where I could contribute more effectively.

Now, a year later, I realize I made a happy choice. During August, while on vacation, I had an opportunity to contemplate the past year, to consider the successes and failures, the satisfactions and frustrations. There have been a good scattering of each. But the good outweigh the bad. I am glad I came back!

That the year had been a rich and rewarding one was my first thought in retrospect. Association with young people each day had been eminently stimulating. To watch their growth, to contribute to it, had been worth while. I am convinced that young people today are better than they were twenty-one years ago when I first started to teach. They seem more receptive to guidance and suggestion. It may be due partially to the fact that I am in a school where the student body is, by and large, unsophisticated and friendly. They crave direction and leadership. I do not mean to imply that youth today is passive. They are imaginative and creative. They want to lead, and they gladly accept responsibility. They rebel if a situation seems unfair or intolerable; they demand a cooperative attitude on the part of the faculty and the administration. Receiving this, they are amenable and productive. Obviously there are some exceptions; but I found such cases rare. The student body today appears warmer, more friendly, than it did right after the War. True, there is little awe of the teacher; but there is a willingness to work with the faculty when there is an apparent meaningfulness attached to the assignment. Respect is given freely and willingly when the faculty shows its worthiness.

I find, to my satisfaction, greater interest on the part of the community in the school system than seemed to be the case when I left school work in 1950. The community demands knowledge and active participation. And they have a right to this. Schools are big business; and the parents are active stockholders. More and more are they inclined to attend meetings to make certain that their interests are receiving proper attention. The fault, if any, lies with the administration, which, all too frequently, rebels against that which it glibly terms "interference." I have been disappointed only to find a resistance on the part of educators to indoctrinate the community in the philosophy and program of the school.

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Fortunately such a situation is rare in my own community; but even there, there is a great need to improve the status of public relations. I am inclined to believe that citizens are willing to pay adequate salaries if they are given the facts far enough ahead so that they can be digested and understood. Businessmen readily appreciate that a school with a million dollar annual budget must pay its heads, the administration, and its executives, the teachers, adequate salaries; but they must be given the facts; they must be made to understand what they are getting in the way of dividends.

The children of the community can be served effectively only by dedicated teachers; and these do not come cheaply. Unthinking parents argue that teachers have far too many vacations; that they work short hours; that they are given privileges that make up for salary shortages. Those closer to the educational picture know that this is not the case; but we must not permit ourselves to keep this knowledge unto ourselves alone, and then sulk at the public's failure to meet today's crises. We need to indoctrinate our communities. We need to show, not merely explain, that teachers are indispensable; that they are tireless in their efforts. I like the tendency I have found in many communities: an effort to keep the schools running twelve months out of the year; a greater emphasis on using the new, expensive school buildings twelve hours a day. I am convinced this is the only way we can quell the cry that our public schools are too costly buildings for ten months of the year. The public today is business minded. It wants its money spent wisely. It will give when it is needed; but it refuses to give recklessly. The responsibility of the educational administrator today is tremendous. We must combine educational philosophy with business acumen and then hand the results to the public in a form in which they can be easily digested.

One of the disappointments I have experienced is the attitude of some teachers: a resistance to giving of themselves freely and effectively; an ingrown belief that they are a down-trodden lot and that relief must come spontaneously from the citizenry without any effort on their part. They are not going to do anything about it themselves. No, sir! They prefer to hibernate in their niches, coming forth only into their classrooms each day and returning to their caves in the evening. I understand this state of affairs; I think again that the fault lies mainly with us who administer the schools. We fail too often to give courage and guidance. We become so entangled in our office red-tape that we do not give the assistance many teachers so sorely need.

There are many fine, dedicated teachers, men and women, who give freely and cheerfully of themselves; who understand that classroom teaching is not enough; who strive to round out the student's existence. Like most teachers they, too, are underpaid; but this does not prove a deterrent. They are motivated to work with young people because they like the student and respect him as an individual. They find challenge in personal contact; they are buoyed up by the student's response. This is their real recompense; but even this fine group begins to feel forgotten,

weary, and overloaded. We need to recognize this situation. While we are adjusting salaries, while we are working for better economic conditions, we need to extend a helping hand with praise. This is cheap and certainly effective. We all know that the truly fine teacher will never be paid what he is worth; for what he contributes to his students is priceless. But nothing is ever thank-less.

I am worried about the lack of articulation I so often find among the various levels of our systems. I am concerned that the growth of the child from first grade to twelfth is not more carefully studied. I feel we are failing as administrators to dare more, to try the unknown, to pioneer, if you will. It's not a question of "off with the old; on with the new"; rather is it the need on our part to adjust, to orient ourselves in accordance with the demands of the present day. How often do we give sufficient attention to the recommendations of committees who have investigated existing educational practices? We read about "community-oriented schools"; and we scoff that the situation we read about is not applicable to our own community. We need greater foresight, greater willingness to explore. One of my teachers has been courageous enough to accept the findings of the Commission of Mathematics of the College Entrance Examination Board; consequently, we are giving up the conventional fourth year of college preparatory mathematics. This year solid geometry will be taught along with plane geometry; and the fourth year, which we will term Advanced Math, C.P., will contain trigonometry, calculus, and analytical geometry. But there are many other fields that have failed to grow. I was shocked this year to discover a high-school textbook being used in General Science which was merely a slightly advanced edition of the same book which had been used in eighth grade. This is wasted money, wasted time. We do not have money to throw away; nor do our students have time to repeat a year of study.

But despite all this, I like what I have found. I know that the association with young people is richly rewarding; I know that the citizenry is cooperative if given the opportunity; I know that they will work with and for the teachers if given half a chance, if they are made to understand what we are trying to do, if their suggestions are given careful and considered thought. I know that there are more fine teachers than there are apathetic and dull ones. I know that the failure, more often than not, lies with the administration. We talk long and often about educational and administrative leadership; the trouble is that we don't practice it sufficiently. The democratic and cooperative approach is fine; but this, too, requires a leader. It's not enough to take courses in supervision—though I still have the highest respect for courses in education—; it's not enough to read articles and peruse checklists in educational journals. We as administrators need to recognize gaps and then take steps to close them by diligent effort.

I have never been happier in my work; I have never felt greater satisfaction than as a high-school principal. Fortunately, I'm not contented. There is much yet to be done; there always will be. This is our job as the educational leaders of our schools.

A Plan for the Selection of New Staff Members

CHARLES W. MINTZER

SEVERAL years ago the selection of staff members in Fair Lawn became one of our most urgent problems. The enrollment was increasing rapidly and eight to ten additional staff members were necessary each year. We wanted to maintain and better, if possible, the caliber of people on our staff. The number of applications to be screened, and the number of interviews to be held before recommendations were made presented a difficult task. Also, some of us are old fashioned enough to feel that teachers already on our staff have a right to play a part in the selection of the people with whom they are going to work. The members of the faculty were asked for their advice, the subject was discussed in faculty meetings, and the teachers offered their help in the situation. As a result, this is the third year that our plan has been in operation.

For each position that is open, a faculty chairman is chosen. He selects his own committee of three or four other teachers. These teachers are the ones with whom the new staff member will work. For the most part they are on the same grade level and the department chairman or a representative is also named to the committee. As applications are received, they are distributed to the chairmen of the various committees. The applications are screened by the committee and the members of the committee determine which applicants they wish to interview. After the interview if, in the opinion of the members of the committee, the applicant is worthy of consideration, they recommend that the principal talk with the candidate. If the opinion of the principal concurs with the opinion of the committee members, he in turn asks the superintendent to talk with the prospective staff member. If the superintendent concurs with the opinion of the principal and the members of the committee, recommendation for appointment is made to the board of education.

A rating sheet for the convenience of committee members has been devised by members of the staff. This has proved to be of considerable help.

During one school year there were fourteen different teacher committees screening and interviewing for the fourteen openings on our

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staff. They screened almost six hundred applications, conducted 148 interviews, sent 46 applicants to the principal, the principal sent 32 of these applicants to the superintendent and the superintendent recommended to the board of education fourteen for appointment.

There is no doubt in the mind of anyone that our staff members are of higher caliber as a result of our method of selection. No one thing has given such a lift to faculty morale. Our teachers are glad to serve on these committees and it helps them to help the new members of our staff, because they feel responsible to a much greater degree for their success. It gives our new teachers a greater feeling of security because they feel, and rightfully so, that they have been chosen by the people with whom they are going to work. So far everything has been on the plus side of the ledger.

PERSONAL QUALITIES DISTINGUISH "SUPERIOR" FROM "POOR" TEACHERS

Psychologists and educators attending the annual convention of the American Psychological Association last September heard of some personal qualities which appear to characterize the good teacher as compared with his less able colleague. Dr. David G. Ryans, Director of the Teacher Characteristics Study at the University of California, Los Angeles, presented an analysis of the qualities more frequently associated with good than with poor teachers. Superintendents of schools, professors of education, and researchers have long sought reliable means for predicting the eventual classroom effectiveness of the budding teachers. In an effort to spot promising recruits early in the training process, Dr. Ryans and his group administered the "Teacher Characteristics Schedule" to two groups of teachers—a group which had been judged "superior" in classroom performance and one which had been judged "inferior." The Schedule, which contains verbal items as well as pictorial materials, turned up some notable differences between the two groups.

As compared with ineffective teachers, the good teachers are more frequently extremely generous in their appraisals of the behavior and motives of other persons. They are strongly interested in literary matters, lean toward the fine arts, and through their life have tended to socialize extensively. In addition, the effective teachers more frequently enjoy teacher-pupil relationships, and in their teaching techniques favor those which allow pupils a good deal of free expression. The highly effective classroom teachers have superior verbal intelligence and are above-average in emotional adjustment. As contrasted with their less effective colleague, the really good teachers tend to judge themselves high in ambition and initiative. While the results reported are only part of a larger study, they can be expected, Dr. Ryans believes, to furnish useful clues to those concerned with the selection, training and employing of teachers.

Out-of-the-Pocket Expenditures Made by High School Students

FRANK NANIA

INTRODUCTION

IT IS widely assumed that the public schools are free to all at least from grades one through twelve; however, there is reason to believe that it is common practice to require students to make various kinds of cash outlay for the privilege of attending and taking part in the activities of the high school. Such payments are sometimes referred to as "hidden tuition."

The major purpose of this study was to determine the extent and magnitude of costs to students attending white public secondary schools in North Carolina. Food, ordinary clothing, and ordinary transportation were excluded from this study, not because they are not important costs to students, but because of the inability of the school to control directly the quality or quantity used by students.

Thirty high schools, ranging in size from 129 students to 1500 students, and generally distributed over the state, participated in this study. Data on expenditures made by 15,366 students were gathered. This number constituted just a little less than a ten per cent sample of the total number of white secondary students enrolled for the school year, 1955-1956.

The data relative to the expenditures made by students in the secondary schools surveyed were gathered through three questionnaires. These questionnaires were designated as Schedules "A," "B," and "C." Teachers completed Schedules "A" and "B" and principals completed Schedule "C."

STUDENT EXPENDITURES FOR SUBJECTS

The costs to students of taking each subject offered by the participating schools were reported in Schedule "A," *Costs Associated with High-School Subjects*. This questionnaire was filled out by each teacher for each subject he or she taught. If a teacher had more than one section of the same subject and if the costs involved were not the same for all such sections, a separate questionnaire was filled out for each section.

The information secured included the expenditures of students for special materials and equipment; special fees and deposits collected in connection with the course; the costs to students of taking part in ac-

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tivities related to the course (trips, parties, *etc.*); additional expenses not covered in the preceding questions; and certain opinions of the teacher relating to the costs reported. Student expenditures in courses reported by fifteen or more schools are reported in Table I.

It was found concerning the per-student costs in the various subjects that:

1. No school reported that it offered all subjects free of charge to its students; however, in each of the thirty schools surveyed one or more subjects was offered free of charge to students.

2. As shown in Table I, students in every school reporting the following courses were required to make some cash expenditures: Typewriting I and II, Bookkeeping I, Boy's and Girl's Physical Education, Home Economics I-III, Chemistry, Physics, and Agriculture I-IV. Courses not reported in Table I that were found to be not free of cost in at least one school were: Bookkeeping II, Home Economics IV, Band, Glee Club, Problems of Democracy, Industrial Arts, Mechanical Drawing, and Psychology.

3. As shown in similar studies, student expenditures were highest and most common in those courses not usually considered part of the "traditional" curriculum such as business, agriculture, and home economics. These courses might be considered as terminal courses which would have more value for youth from lower income groups; yet, as reported by some teachers, the costs involved made them prohibitive to some students.

4. The highest median cost reported was \$16 for Band (not reported in Table I); the second highest was \$14 for Home Economics IV (not reported in Table I); the third highest was \$11.50 for Typewriting II; the fourth highest was \$11.38 for Home Economics III; and the fifth highest was \$11 for Typewriting I.

5. The lowest median costs were in Algebra I and II, 40 cents each; General Mathematics and Plane Geometry, 45 cents each; and English I, 85 cents.

6. In most schools, students were required to purchase special materials in order to participate in many of the subjects. The kinds and costs of special material required varied from subject to subject and from school to school.

7. Special fees were required for participation in certain courses in many schools. Most schools charged fees in business, home economics, and agriculture. The highest fee reported was for typewriting. In one school, a student taking two years of typing would pay a total of \$45 in fees. Two schools reported charging a fee in connection with each subject.

8. A few teachers were of the opinion that required expenditures prevented some students from taking their courses and said that at least some of these expenditures should be absorbed by the school.

Table I—COSTS ASSOCIATED WITH HIGH-SCHOOL SUBJECTS REPORTED BY FIFTEEN OR MORE SCHOOLS

Subject	Number of schools reporting	Number making no charge	Number charging	Range in costs in schools making a charge*				
				Low	Q1	Median	Q3	High
Gen. Business.....	16	5	11	\$.50	\$.90	\$1.15	\$1.25	\$1.40
Typewriting I.....	28	—	28	.65	4.00	11.00	15.00	23.80
Typewriting II.....	27	—	27	.65	4.94	11.50	16.50	24.65
Shorthand I.....	28	2	26	1.00	1.45	1.83	2.35	10.85
Shorthand II.....	19	1	18	1.00	1.50	2.20	3.00	11.0
Bookkeeping I.....	26	—	26	1.00	1.18	1.85	3.45	6.75
English I.....	27	13	14	.25	.65	.85	1.00	1.60
English II.....	30	13	17	.25	.81	1.00	1.13	2.15
English III.....	30	9	21	.47	.85	1.00	1.39	3.00
English IV.....	30	6	24	.35	.78	1.00	1.50	4.10
French I.....	23	14	9	.25	.32	1.00	1.45	4.50
French II.....	22	14	8	.25	—	1.15	—	4.40
Latin I.....	16	11	5	.50	—	—	—	2.85
Latin II.....	17	10	7	.25	—	1.00	—	1.50
Boy's Phys. Ed.....	27	—	27	3.00	5.00	7.50	9.00	12.00
Girl's Phys. Ed.....	27	—	27	2.00	4.50	6.25	7.41	9.00
Home Econ. I.....	27	—	27	2.00	6.88	9.00	14.75	22.48
Home Econ. II.....	27	—	27	2.00	8.38	10.00	14.75	22.48
Home Econ. III.....	20	—	20	2.00	10.00	11.38	13.50	22.75
General Math.....	26	12	14	.10	.25	.45	.60	1.00
Algebra I.....	30	15	15	.10	.24	.40	.60	1.60
Algebra II.....	30	14	16	.20	.20	.40	.49	1.00
Plane Geometry.....	28	2	26	.25	.35	.45	.60	4.00
Gen. Science.....	26	6	20	.50	1.00	1.18	1.50	3.00
Biology.....	30	3	27	.25	1.00	1.13	1.50	3.50
Chemistry.....	21	—	21	1.00	1.25	1.89	2.44	7.20
Physics.....	15	—	15	1.00	1.00	1.40	2.00	2.80
Citizenship.....	27	11	16	.20	.75	1.00	1.00	3.50
World History.....	27	8	19	.20	.71	1.00	1.00	1.50
American History.....	29	9	20	.40	.75	1.00	1.50	3.50
Economics.....	17	11	6	.50	—	.90	—	1.00
Sociology.....	17	10	7	.50	—	1.00	—	2.60
Agriculture I.....	22	—	22	1.00	3.25	7.25	8.25	20.00
Agriculture II.....	22	—	22	1.25	3.25	7.63	9.00	23.00
Agriculture III.....	21	—	21	1.25	4.00	8.00	10.13	24.00
Agriculture IV.....	19	—	19	1.25	4.25	8.00	13.25	24.00

*Quartiles were not computed when less than nine schools reported charging, nor were medians when less than six schools were involved.

PER-STUDENT COSTS OF PARTICIPATION IN CO-CURRICULAR ACTIVITIES

The costs to students of participation in co-curricular activities were secured by Schedule "B," *Costs Associated with Taking Part in Co-Curricular Activities*. One copy of the questionnaire was filled out by each activity sponsor for each activity he or she supervised. The types of expenditures included were those for special materials and equipment, fees and deposits, special assessments, and additional costs not covered by the other questions. The opinion of the sponsor in regard to the effect of these costs on student participation was also solicited. The data concerning student expenditures for co-curricular activities reported by ten or more schools are shown in Table II. These general conditions were observed concerning per-student expenditures for co-curricular activities:

Table II—COSTS ASSOCIATED WITH CO-CURRICULAR ACTIVITIES REPORTED BY TEN OR MORE SCHOOLS

Activity	Number of schools reporting	Number making no charge	Number charging	Range in costs in schools making a charge*				
				Low	Q1	Median	Q3	High
Football.....	28	—	28	\$3.00	\$10.50	\$12.88	\$15.00	\$25.00
Boy's Basketball ..	28	—	28	6.50	7.38	9.25	13.50	20.00
Girl's Basketball...	20	1	19	4.00	5.00	7.00	8.92	13.60
Baseball.....	28	—	28	14.00	19.50	22.00	25.00	37.00
Track.....	10	—	10	7.95	8.50	10.00	11.50	12.00
Freshman Class....	12	4	8	.50	—	1.00	—	5.00
Sophomore Class...	16	4	12	.15	.35	1.00	1.50	4.50
Junior Class.....	20	4	16	1.00	2.00	2.75	4.00	6.00
Senior Class.....	21	8	13	1.00	2.13	10.00	39.31	71.00
Band.....	16	—	16	5.00	13.50	19.63	33.80	73.50
Glee Club.....	12	3	9	.75	1.00	2.00	4.41	21.00
Chorus.....	10	1	9	3.50	4.25	11.50	14.60	27.00
Newspaper Staff...	22	18	4	.50	—	—	—	1.00
Yearbook Staff....	24	22	2	1.50	—	—	—	35.00
Student Council...	23	15	8	.50	—	1.80	—	5.00
Beta Club.....	16	—	16	.50	3.50	4.25	5.05	14.00
Future Homemakers	27	—	27	.65	1.48	2.65	3.21	10.65
Cheerleaders.....	27	—	27	14.00	16.18	23.00	27.00	56.36
Monogram Club....	20	4	16	.50	1.00	3.18	10.00	16.00
Future Teachers...	18	1	17	.29	1.00	1.75	2.38	6.00
Future Farmers....	18	—	18	1.50	7.68	9.88	13.10	19.75
Dramatics Club....	15	3	12	.25	.50	1.58	2.60	19.00
Science Club.....	12	1	11	.25	2.00	2.50	3.50	9.00
"Y" Clubs.....	11	—	11	.50	2.50	3.05	4.10	6.50
French Club.....	11	4	7	.20	—	1.00	—	4.10
Debate Team.....	10	2	8	3.00	—	3.38	—	7.50
Library Club.....	14	3	11	.25	1.06	2.00	5.00	13.00

*Quartiles were not computed when less than nine schools reported charging, nor were medians when less than six schools were involved.

1. No school reported that all of its co-curricular activities were without costs to the students participating. Each of the thirty schools reported offering one or more co-curricular activities free of charge.

2. Most school organizations relied heavily on money-making projects to support their activities. The total amount raised in this manner was \$70,092.88. This amount would have been substantially higher if twenty of the schools reporting the operating of part of their athletic program by gate receipts had specified amounts. School-allotted funds totaled \$18,259. Financial aid received from community groups was \$18,082. The total amount raised by the sponsoring of money-making activities and by financial aid from community groups was \$88,174.88!

3. Per-student expenditures for co-curricular activities varied principally with the practice followed in making available equipment, special clothing or uniforms and shoes, and trips. The smallest costs were found in those activities which furnished the greater proportion of the above listed items free of charge or did not require them.

4. As shown in other studies of this type, student expenditures were highest in athletic, musical, senior class, and cheerleading activities. The highest single student expenditure reported was \$110 for participation

in golf (not reported in Table II); the second highest was \$73.50 for band; the third highest was \$71 for senior class activities; and the fourth highest was \$60 for dancing club activities (not reported in Table II); and the fifth highest was \$56.36 for cheerleading. If the cost of musical instruments had been included, band would have been the most expensive co-curricular activity reported.

5. The following co-curricular activities showed the highest median costs: cheerleading, \$23; baseball, \$22; band, \$19.63; football, \$12.88; chorus, \$11.50; and senior class and track, \$10 each.

6. In the schools surveyed, the lowest median costs were in freshman and sophomore classes and French clubs, \$1.00 each; dramatics clubs \$1.58; Future Teachers of America (not reported in Table II), \$1.75; student councils (not reported in Table II), \$1.80; and glee clubs and library clubs, \$2.00 each.

7. Publication-type activities were reported to be free of costs in more schools than any other activity. Eighteen of the twenty-two schools with a newspaper staff and twenty-two of the twenty-four schools with a year-book staff reported participation to be free of costs.

8. It is interesting to note that no school reported charging the members of athletic teams for trips taken as a part of that program, but many of the schools reported the members of various other recognized school organizations paying for trips taken as part of their respective activities.

9. A substantial number of faculty advisers were of the opinion that costs associated with their respective activities prevented students from participation and said that some of these costs should be absorbed by the school.

GENERAL COSTS ASSOCIATED WITH HIGH-SCHOOL PARTICIPATION

In addition to the expenditures which students made in connection with subjects and co-curricular activities, there were other costs of a general nature which students paid in order to take part in school-sponsored functions and to obtain necessary personal items. These expenditures were reported in Schedule "C," *General Costs Associated with High-School Participation*, which was completed by the principal.

The types of expenditures included in this questionnaire were: general membership fees; student activity cards; assemblies for which admission was charged; home contests in athletics and forensics; dramatic and musical productions; student publications; school dances; personal costs including pens, pencils, paper, etc.; contributions to special drives; school fashions; and graduation. The opinion of the principal regarding these costs was also requested. The extent and magnitude of the cost of these items are reported in Table III. Tuition fees charged non-resident students were not included. It was found concerning the per-student costs of general participation that:

Table III—GENERAL COSTS ASSOCIATED WITH HIGH SCHOOL PARTICIPATION

Activity attended or items of cost	Number of schools reporting	Range in cost*				
		Low	Q1	Median	Q3	High
General membership fees....	28	\$3.60	\$4.60	\$5.10	\$5.60	\$7.50
Activity card.....	2	2.00	—	—	—	4.00
"Pay" Assemblies.....	16	.20	.50	.70	.75	3.75
Athletic contests.....	29	3.00	4.75	6.00	7.19	8.50
Forensic contests.....	17	—	—	—	—	—
Dramatic productions.....	29	.25	.50	.70	1.00	3.50
Musical productions.....	30	.25	.53	1.00	1.00	2.00
School publications.....	30	.80	2.95	3.93	4.55	6.30
School dances.....	26	.75	3.00	6.00	7.50	9.50
Personal items.....	30	6.25	8.35	9.63	11.20	16.60
Contributions to special drives	25	.05	.17	.25	.50	2.00
School fashions.....	30	12.50	18.38	22.75	25.00	37.50
Graduation.....	30	8.00	10.50	11.90	14.25	25.70

*Quartiles were not computed when less than nine schools reported charging, nor were medians when less than six schools were involved.

1. One or more general membership fees were charged students attending twenty-eight of the thirty schools participating in this study. The two schools that did not charge any general membership fees required students to pay a fee in connection with each subject they took. Textbooks, instructional supply, library, and locker fees were the most common fees mentioned. The median expenditure for general membership fees was \$5.10.

2. In addition to the one school that required all students to buy an athletic activity card, two other schools reported selling such a card to students on a voluntary basis, charging \$2.00 and \$4.00, respectively. The school charging \$4.00 for an activity card also provided students with the school newspaper. The purchase of such a card meant a saving of \$5.50 and \$5.65, respectively, to all students attending all home athletic contests sponsored by the two schools.

3. The general costs of attending "pay" assemblies (those assemblies to which admission was gained by paying a set amount), home athletic contests, dramatic and musical productions, and school dances varied markedly with the number of functions sponsored during the year and the single admissions charges reported. The median expenditures for attending all such functions were: 70 cents for "pay" assemblies, \$6.00 for home athletic contests; 70 cents for dramatic productions; and \$6.00 for school dances. None of the seventeen schools reporting forensic contests charged students admission to attend.

4. No school reported distributing all school publications free of charge to students. Each school publication with the exception of the yearbook was furnished free to students in at least one school. The median expenditure for all school publications was \$3.93.

5. In all thirty of the schools surveyed, students made cash expenditures for school fashions such as class rings, sweaters, pennants, rooster caps, pins, and school stationery. The median expenditure excluding class rings was \$5.30. The median expenditure including class rings was \$22.75.

6. Five schools reported that no solicitations for funds were permitted in their respective schools. The remaining twenty-five schools surveyed sanctioned from one to four special drives annually. The per-student median contribution was 25 cents. The total amount collected in the twenty-five schools was \$8,260.

7. In each of the thirty schools surveyed, students made cash expenditures for personal items such as paper, pens, pencils, general notebooks, identification photographs, padlocks, and insurance. The median expenditure for these items was \$9.63.

8. Graduation, one of the happiest times in the life of most high-school seniors, also proved to be one of the most expensive. The most common items of expense reported were rental of caps and gowns and buying announcements and name cards, tassels, diplomas, and graduation photographs. Clothing such as a new suit or dress secured for this occasion probably should have been charged to these expenses; nevertheless, in this study, the cost of graduation clothing, except for caps and gowns, was excluded. The median expenditure was \$11.90. Twenty-three schools reported students paying from \$1.00 to \$4.90 for their diplomas.

9. Twelve of the thirty principals completing questionnaires were of the opinion that some expenditures which students make should be absorbed by the school. The most common expense that principals said should be absorbed by the school was that for diplomas. Seven principals said that some of the items which students normally buy, such as class rings, should be eliminated.

RECOMMENDATIONS

The conclusions reached in the research reported in this study show that our "free" public secondary schools are far from free. The schools surveyed did not generally offer subjects, co-curricular activities, or school-sponsored functions to their students free of charge. Students were required, expected, or compelled by social pressure to make cash expenditures in order to attend or participate in the different programs. In the opinion of some of the reporting teachers, a few students were actually denied the opportunity of taking certain subjects or participating in certain activities because of the cost involved. Accordingly, it is recommended that:

1. States undertake a comprehensive investigation to determine the extent and magnitude of the costs being imposed upon public school students. The results of such a study may be expected to be of interest and concern to local boards of education, administrators, teachers,

parents, parent-teacher organizations, and advisory groups, and form the basis for discussion and recommendations.

2. Administrators guard against offering a program which cannot be adequately financed through taxation. It might be found to be better to omit some of the more expensive activities entirely than to impose conditions of cost which make it possible that only the youth of the upper-income groups can participate.

3. Administrators, working with teachers and other interested persons, evaluate co-curricular activities in terms of their educational value with a goal of eliminating those activities which are of questionable value; and making those activities of value equally available to all students.

4. School officials and school personnel make a careful examination of many of the expensive customs of little or no educational value. Examples of these are customs associated with class membership, trips, school fashions, and graduation.

THE SCHOOL CRISIS

The crisis is not financial. The financial crisis is merely a reflection of a more fundamental moral crisis. A free society such as ours, which is more concerned about the condition of its plumbing than with the adequacy of the educational system, has moral trouble, not financial trouble. This is where we stand today in America. You ask the average citizens whether or not they are thinking about having modern plumbing put in their new home and they will tell you, "absolutely." Yet that same citizen is not concerned about the fact that the school system of America is inadequate, it is robbing millions of American children of their rightful educational opportunities.—Walter Reuther in the September 1957 issue of *Personnel and Guidance Journal*, pp. 4-9.

The right of each child to grow, however, should be limited by the capacity God gave to each child to grow. You and I know that millions of American children are going to school on a part-time basis. Some of them are sitting in a room. A teacher does not teach 40 children; she is busy keeping them in order. She is a disciplinarian; she is not a teacher. At the end of the war, we took the factories off the swing shift and put the schools on it. Thousands of children have the first shift in the morning; other thousands go in their places in the afternoon. This is where we are. School teachers are dedicated and competent, tens of thousands of them—yet they enjoy second-class economic citizenship, and they are underpaid. Last year in General Motors or Ford or any other major factory in the U. A. W., sweepers of the lowest grade made more money than 50 per cent of the elementary-school teachers of America. Now, the sweepers didn't get too much, the school teachers got too little.—Walter Reuther in the September 1957 issue of *Personnel and Guidance Journal*, pp. 4-9.

The Role of Foreign Languages in International Understanding

THEODORE ANDERSSON

MOST people would agree, I suppose, that better international understanding is necessary if we are to approach the goal of a peaceful world community. If there is one aspiration which unites people everywhere, it is surely this deeply felt urge to live at peace with one's self and in harmony with one's fellows. And yet we have made only the most modest progress in translating this almost universal urge into a better way of international life. We have made some advances, to be sure. The UN, rickety though it is as an international structure, represents an improvement over the League of Nations. UNESCO, especially in its International Tensions Project, is busy constructing the defenses of peace in the minds of men, where wars begin. And President Eisenhower's People-to-People Program could with luck galvanize the secret longings of people everywhere into an irresistible force for peace. Think, by the way, how many of these movements, which our European friends sometimes label naive, originate in America.

A SPECIFIC OBJECTIVE OF LANGUAGE TEACHING

In studying the relation of foreign languages to international understanding, we want particularly to consider how language teachers can, in cooperation with social and political scientists, contribute toward education for living in a world community. This was, in fact, the subject of a UNESCO-sponsored international seminar in Ceylon in August 1953, a substantial report of which, entitled *The Teaching of Modern Languages*, was published by UNESCO in 1955. But two years have passed since then and much has happened in the language field which is relevant to our subject.

It has been traditional for foreign language teachers to assert that learning a second language enables one to understand the people speaking it; but educators are quick to point out that such a result is likely only if it is a specific objective of language teaching, which it is all too seldom. Recently the Modern Language Association and the Association of International Relations Clubs conducted a survey on this subject. International Relations Clubs in colleges were asked this question: "Have the foreign language courses you have taken in college been so

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taught as to reveal that international understanding was one of their planned objectives?" Of the forty clubs that contributed composite answers, three answered "Yes, decidedly"; twenty answered "To some extent"; and seventeen answered "Hardly at all." Asked, "Do you think they can and should be so planned?" thirty-seven answered "Yes," one "No," one "Yes and No," and one gave no answer. (*FL Bulletin No. 55, Tentative Report on the Relation of FLs to International Understanding*, Modern Language Association, 6 Washington Square North, New York 3, N.Y., available to those who send stamps.)

Even when a second language is learned well enough to serve as a means of direct communication with foreign speakers, there is no guarantee that friendly relations will result. The particular issue involved here has, perhaps, been best stated by William R. Parker in his book, *The National Interest and Foreign Languages* (2nd ed., p. 68). In his words: "Language study may, and often does (although there can be no guaranty), create a desire to understand, the germ of sympathy. It may, and often does, prevent misunderstanding. Starting from good will, foreign language study makes possible that ready and more nearly perfect communication between peoples upon which mutual understanding depends. Starting from indifference, foreign language study makes possible, through better communication, the discovery of good will." It is quite a different matter when individuals of different nationalities are negotiating for an advantage. Language then becomes a weapon and nothing but equal skill, *i.e.*, native skill, will do. This kind of linguistic skill must increasingly be included among our educational objectives.

Social and political scientists share with foreign language teachers a natural concern for improving intercultural and international understanding. However, such a cursory perusal of their literature as I have made fails to reveal any real awareness of the possible role of foreign languages in facilitating understanding between individuals of different cultural or national groups. In the survey mentioned above, the students were asked, "Have your college courses in international affairs (history, politics, economics, *etc.*) been so taught as to indicate the relation of foreign languages to international understanding?" Five clubs answered "Yes, decidedly"; twenty answered "To some extent"; and fifteen answered "Hardly at all." To the question, "Do you think they can and should be so planned?" thirty-five answered "Yes," four "No," and one was undecided.

Since both social scientists and language teachers have a stake in this field, let us consider what might happen if they were to work in close cooperation. What could language teachers hope to contribute to such cooperation? An excellent answer to this question is supplied by Marjorie C. Johnston, recently appointed Specialist for Foreign Languages in the U. S. Office of Education in Washington, in the December 1956 issue of *THE BULLETIN* of the National Association of Secondary-School Principals. A valuable survey of relevant research by social scientists is con-

tained in Otto Klineberg's *Tensions Affecting International Understanding* (New York, SSRC, 1950, Bulletin 62), considered under the headings of Personality in Relation to Nationality, National Stereotypes, Attitudes and Their Modification, and Influence Making for Aggression. These two references can serve as a beginning for those interested in studying this subject.

In considering foreign languages as a possible key to better intercultural and international understanding, let us start by asking how well foreign language teaching has in the past been organized to achieve this objective. I believe it is no exaggeration to say that, if one were to set out to organize the teaching of foreign languages as *inefficiently* as possible, one would invent a system much like that which is still in vogue in most of our schools and colleges. Specifically, we would offer modern foreign languages in less than half of the high schools in the country, as we now do. We would delay the opportunity to begin learning a second language until age 14 or 15, when the learner has lost his early language-learning skills and is least well motivated for this kind of learning—which is again just what we do in most communities. Having begun too late, we would then provide an average sequence of study not to exceed two years, as compared with six, eight, or ten years in Europe and other parts of the world. Again this is what happens. If, despite these handicaps, a student should develop in the learning of a second language the kind of interest teachers hope for and if he wishes to pursue his study into a third and fourth year, we have various devices for discouraging this. Guidance counselors may tell him that colleges *require* only two years of a language for admission and may therefore advise him, in the interest of general education, citizenship education, or life adjustment, to explore other fields. Even if a student knows his own mind well enough to get past the guidance counselor, the principal may tell him that a teacher cannot be provided unless there are 9 or 14 or 19 or 24 others who also want to continue this particular course of study. The reason cited is budgetary. Note that the prior questions of educational value for the individual or of usefulness for the nation are not posed. Nor is provision often made for such highly motivated students to study independently with occasional help and supervision, though it would be a simple matter to put a whole course on tape or discs. We would also devise methods and prepare materials which would be as proof against adolescent interest as possible. Having noted that, in learning our own language, we follow a fairly reasonable order, first learning to understand the spoken word, then speaking, then reading and writing, then grammar, we would try as exactly as possible to reverse this process and begin with grammar, then reading and writing, then speaking, and finally, if at all, understanding the spoken word. In choosing reading materials we would choose what was chosen for us or what we as sophisticated adults like or what ought to be good for the youth. If our youth didn't thrill at the sight of so-called sentences con-

sisting of words laid end to end in illustration of some "rule," or of some so-called civilizational information written without charm, or of French classical tragedy written in impeccable Alexandrines, we would be surprised and perhaps a little hurt.

We would also seal off the classroom from the outside world. We would not so much talk the second language as talk about it. We would not invite native speakers of the second language to come and speak to us about life in another corner of the world. We would not arrange to have our students meet native speakers outside or correspond with youngsters abroad, or, if we did initiate such correspondence, we would allow it to languish for lack of guidance in how to make it interesting. We would not show pictures or, if we did, we would choose pictures of monuments instead of people in action. In a word, we would make the experience as academic as possible.

How does it happen that in this second half of the twentieth century a professional group of people, which has for decades been organized to improve its educational processes, can do as badly as I have made it sound? I can attempt only a partial answer. (1) Liberal arts colleges and universities, which train the best scholarly minds, have until the present been unwilling to reward men adequately for research and experimentation in the field of teaching and have thus declined any real responsibility for preparing qualified teachers. (2) Some teachers and administrators in these colleges and universities have been guilty of academic snobbishness toward their colleagues in teachers colleges and secondary and elementary schools, instead of cooperating with them and even learning from them. (3) Foreign language teachers have not conceived of languages broadly enough and have, therefore, not sought the cooperation, either in teaching or research, of their colleagues in other fields who are also concerned with languages. (4) Foreign language teachers, especially in high school, have accepted teaching conditions—classes both too numerous and too large and assignments outside their fields of major competence—which make professional growth difficult if not impossible. In order really to acquire intellectual and professional stature a teacher needs time and leisure to think, read, write, travel, and in other ways to possess his soul and cultivate his mind.

CONTRIBUTIONS FROM SOCIAL SCIENTISTS

Let us consider very briefly what help language teachers can hope to get from social scientists. Until recently, language teachers have been almost totally unaware of linguistic scientists despite the fact that American descriptive or structural linguists have contributed conspicuously to the advancement of this relatively new discipline. Certainly they, with their trained skill in observing closely and describing minutely what language is and how it works, can help the language teacher toward a more exact and sophisticated understanding of particular languages and of language in general.

Psychologists (especially experts in child study), neurologists, anthropologists, and authorities in bilingualism have been useful to language teachers and could be even more so. To these the language teacher must turn for help in understanding the language learning process—how the mother tongue is learned under a variety of circumstances, how much of the process can be usefully applied to the learning of a second language, or a third, how the process varies according to the age of the learner or the cultural setting, what happens when a person is exposed to two or more languages simultaneously, and especially how language is rooted in a culture and reveals the characteristic behavior and value judgments of a people.

It is social scientists who have enabled language teachers in recent years better to understand that, in its essence, language is behavior; that German, for example, is an important part of the way Germans characteristically feel, think, talk, and, in general, behave. When language is so conceived, it begins to acquire importance from the point of view of international understanding. So conceived and so taught, it also acquires interest for certain kinds of learners who may not be especially interested in literature, especially *belles lettres*. There is need for more cooperation between cultural anthropologists, social psychologists, and sociologists on the one hand and language teachers and experimenters on the other.

Let me cite one specific example of useful collaboration. Last May the Modern Language Association invited a group of experts to meet with the staff in order that we might learn as much as possible about childhood and second-language learning. The group included Dr. Frances L. Ilg, Director of the Gesell Institute of Child Development; Dr. Wilder Penfield, Director of the Montreal Neurological Institute; and Dr. W. F. Leopold, author of the 4-volume study on *Speech Development of a Bilingual Child*. This group reached the following consensus on the optimum age for beginning to learn a second language.

The optimum age for *beginning* the continuous learning of a second language seems to fall within the span of ages 4 through 8, with superior performance to be anticipated at ages 8, 9, 10. In this early period the brain seems to have the greatest plasticity and specialized capacity needed for acquiring speech.

The specialized capacity includes the ability to mimic accurately the stream of speech (sounds, rhythm, intonation, stress, etc.) and to learn and manipulate language patterns easily. Support for the conviction that the brain has greater plasticity for speech learning during the first decade of life comes from the fact that, in cases of gross destruction of the cerebral speech areas, return of normal speech occurs much more rapidly and more completely than at a later age.

This statement constitutes the best theoretical evidence we have to justify the fast-growing movement toward introducing second-language learning in elementary schools. What is now needed is experimental validation of the soundness of this important new feature of American elementary education.

WAYS FOR BETTER INTERNATIONAL UNDERSTANDING

Let us consider what language teachers could do to contribute, directly and indirectly, to better international understanding. Language teachers can and should provide more vigorous leadership for teaching languages "in the new key" in our own national and international interest. By language teaching in the new key, we mean putting emphasis initially on learning to understand and to speak for the purpose of entering into direct communication with other peoples and thus laying the groundwork for possible better understanding. Such a program would require the following specific features:

1. The opportunity for all children, beginning preferably in the kindergarten or grade one, to learn a second language in our schools.
2. The opportunity for those children who find the experience educationally rewarding to continue an interesting and challenging course of study through grade twelve.
3. Recruitment and preparation in adequate numbers of teachers capable of teaching languages in the new key, on all levels. This will necessitate a corps of teacher-training specialists, at least one to each college preparing teachers. These specialists must not be second-class-academic citizens, but must be—and must deserve to be—fully respected and, shall I say, fully integrated.
4. The realization by all language teachers at every level that they are working in a common cause and that the best results demand mutual respect and support.
5. Readiness by language teachers to work closely with specialists in other fields, notably the humanities, the social sciences, and education.
6. The massive retraining of teachers to teach languages in the new key by means of seminars, workshops, conferences, and opportunities to travel and to exchange posts with teachers abroad.
7. The strengthening of the Modern Language Association Foreign Language Program locally, regionally, and nationally.
8. Redefinition and sharpening of teaching objectives.
9. Development of methods and materials in tune with such objectives.
10. Identification of needed research and experimentation and the mobilization of persons in related fields of learning able and willing to collaborate on such projects.
11. The organization of courses of study on tapes or discs for individual learning in or out of school or for family or group learning.
12. Survey of foreign language resources in communities.
13. Improvement of the learner's motivation to learn another language by relating this learning to his real interests at various ages, and by relating it to contemporary problems and allowing him to work on their solution, especially in cooperation with social scientists.

SUMMARY

Let me summarize the main points of my argument: To live at peace with ourselves and in harmony with our fellowmen is surely the great aspiration of our time among peoples everywhere. To live harmoniously with our international neighbors, we must make a sincere effort to understand them even though we realize that to understand them is not necessarily to like them. Learning our neighbors' languages is one way of several to learn to understand them. It is an important way, for learning to understand and speak another language opens the way to direct, personal communication with another people. In its written form, language opens up to us the records of a hundred specialized fields in our complex contemporary world as well as the recorded word of past centuries. But most important of all, language as a fundamental aspect of behavior reveals in all sorts of obvious and subtle ways people's characteristic modes of feeling, thinking, acting, and reacting and is, therefore, an index to their value system. Language is of concern both to humanists in the fields of philology, literature, history, and philosophy and to social scientists in the fields of linguistics, anthropology, sociology, psychology, and politics. To get the best results in teaching intercultural and international understanding, teachers of language and literature and teachers of the social and political sciences might themselves practice a little cross-cultural education and learn to cooperate closely both in their teaching and in their research and experimentation.

THE STORY OF COAL AND ENERGY

A 40-page, colorfully illustrated booklet entitled *Energy for the Nation* is made available, free, to junior and senior high-school teachers. This publication records the changing patterns in the coal industry, its increasing contributions to our industrial and social expansion, what major part of the 500 million tons of bituminous produced in the past year went into the manufacture of electricity, how our steel would be impossible without coal through coke, etc. The seven sections of this booklet, invaluable for courses in industrial geography and history, in American geography, in American social and economics problems, etc., are: Energy; Markets; Production; Transportation; Labor; Research; Reserves. Apply for this unit by its exact title, and a list of other free instructional materials, to Educational Division, National Coal Association, Southern Bldg., Washington 5, D. C.

Considerations in Integration

By the Class in Ed. 288, College of Education, University of Maryland

Part I. SOCIAL ASPECTS OF DESEGREGATION

To integrate is to combine the parts into a whole. To integrate races is to produce one race where two previously existed. Thus the question is: Do I wish to solve our race problem by merging the two races into one?¹

... It is the deep conviction of nearly all white Southerners in the states which have large Negro populations that the mingling or integration of white and Negro children in the South's primary schools would open the gates to miscegenation and widespread racial mongrelization.

This belief is at the heart of our race problem, and until it is realized that this is the South's basic and compelling motive, there can be no understanding of the South's attitude.²

THESE two statements, one issued in a county by a local committee and one appearing in a nationally circulated magazine, define the basic fear which is operating against the desegregation of the public schools. Many parents feel that desegregation of the schools will promote interracial marriages. They argue that it is an unavoidable outcome of a mixed racial situation because desegregation creates a social situation in which racially mixed marriages are more apt to occur.

¹Maryland Petition Committee, Inc., Jessup, Md. Mimeographed sheet distributed by the Montgomery County Chapter, P. O. Box 291, Kensington, Md.

²Bass, Herbert Revenal, "Mixed Schools and Mixed Blood." *The Atlantic*, November 1956, p. 46.

The following persons were members of the class taught by CLARENCE A. NEWELL, Professor of Education, University of Maryland:

HELEN M. BARNES, *Pupil Personnel Worker*, Montgomery County, Maryland

JOSEPH T. CARLO, *Assistant Principal*, Coolidge High School, Washington, D. C.

JANE CHAUVENET, *Teacher*, Elementary School, Montgomery County, Maryland

N. NEUBERT JAFFA, *Principal*, Elementary School, Baltimore, Maryland

GEORGE W. McCOWN, *Principal*, Florence High School, Florence, South Carolina

ABELL A. NORRIS, JR., *Counselor*, Bethesda Chevy Chase High School, Montgomery County, Maryland

WILLIAM G. PYLES, *Principal*, Bethesda Chevy Chase High School, Montgomery County, Maryland

ROBERT S. SHAFFNER, *Supervisor of Junior High Schools*, Anne Arundel County, Maryland

ROSE C. SHUCK, *Principal*, New Hampshire Estates Elementary School, Montgomery County, Maryland

R. M. SMITH, *Vice Principal*, Richard Montgomery High School, Montgomery County, Maryland

JOSEPH J. TARALLO, *Principal*, Richard Montgomery High School, Montgomery County, Maryland

It is difficult to hold, as the miscegenationists do, that intermarriage is the solution of all racial differences. It is possible that something of great value would be lost if all the great races which we know today would cease to exist. There is no proof that miscegenation would not produce additional problems or continue present ones. Although many other objections are raised, the fear of intermarriage still remains the essence of the problem.

This fear is most apparent in day-to-day social relationships. Factually, the social aspects of desegregation are not alarming if considered from an objective viewpoint. Desegregation does not imply a forced social equality nor a forced amalgamation of the races. It provides rather the opportunity for children of all races to achieve to the fullest extent those potentials of which all are capable. It means only that they shall attend classes together—participation in the activities and social programs of the school has always been a matter of individual choice and should continue to be so whether in a segregated or desegregated school. Some communities initiating desegregation have found it prudent to discontinue social activities temporarily, though approving this principle.

The primary student, beginning his education, is not aware that there are fellow pupils against whom social, racial, or other prejudices exist. His fellow pupils are as totally unaware of these taboos as he. Students of different social, educational, and racial backgrounds, consequently, find much pleasure in knowing one another and in working, playing, and studying together.

This freedom from prejudice is evident even in the South, where young white and Negro children frequently play together. It is as adolescence approaches that parents' fears begin to take form. The young adolescent is made aware, in many ways, of racial prejudices by his parents and associates. It is, then, at the upper elementary and secondary levels that the process of desegregation becomes more difficult, since it is at this stage that boys and girls begin to become conscious of each other. With this realization, parents begin to raise objections regarding social prestige, health problems, stereotypes, quality of scholarship, and others.

It is a natural thing for all parents to strive for the best for their children. To achieve this end, they are ready to give battle to anything which, to them, threatens educational opportunities. Sometimes white parents lose sight of the desires of Negro parents, who, with equal fervor, want their children to succeed. In those communities which are operating desegregated schools for the first time, the fear of racial amalgamation, covered by other objections raised to cloak it, is illustrated in the questions which follow:

1. What about dances—will whites and Negroes dance with each other?
2. Will white and Negro students act together in dramatic productions?
3. How will white and Negro students sit in the classroom?
4. Will white and Negro students share lockers?

5. Will white and Negro students play together on the same teams?
6. Will white and Negro members of school teams eat and travel together on school trips?
7. Will white and Negro students share the same showers?
8. What will happen if I don't permit my child to attend school with Negro children?
9. Will the same standards of dress be maintained after desegregation?
10. Will all students use the same toilets?
11. Will there be an increase in contagious diseases?
12. Will white and Negro students sit together at the same table in the cafeteria?
13. Will white and Negro students ride to school together in the same bus?
14. Will there be both white and Negro teachers on the same faculty?

The questions reveal largely the concern of the white parents. The questions show that the parents are concerned because their children not only must be in the same classroom with Negro children, but also must use the same school facilities and must attend extracurricular activities together. Negro parents, too, are concerned about these things. They are more concerned about justice and equality of opportunity, however, than about social equality. Intermarriage has not been promulgated by Negro leaders as a goal. They, as do the whites, feel that an American citizen of any color has the privilege of choosing his social intimates—and thus should it be.

The school administrator plays a major role in the process of desegregation. Teachers, parents, and other members of the community look to him for leadership. The administrator must work toward understanding and acceptance of varied points of view. He must attempt to channel emotional approaches into rational, constructive consideration. The attitude of the administrator will profoundly influence outcomes.

Much emphasis must be placed on planning. The administrator who anticipates possible crises which may arise will be better able to take sound steps toward preventing them. Inadequate or no planning puts the school at the mercy of any demagogue who may attack any action. Generally, the practicality of the following principles has been demonstrated:

1. That definite policies be cooperatively developed by school and community;
2. That all agree that established policy be a firm policy;
3. That drastic prohibitions in human relations may encourage rather than discourage friction;
4. That sound educational policies in segregated schools are equally as sound in desegregated schools;
5. That social acceptance of the individual is based upon his personal worthiness;
6. That people are more alike than different, and that no one stereotype will fit any one group of people;

7. That in American society, whether segregated or desegregated, the individual has the right of free choice in his social relationships;
8. That the consolidation of any groups—ethnic, religious, economic, cultural, social, or other—requires objective consideration of their numerical ratios.

In our nation we take pride in our unceasing efforts to eliminate persecution and prejudice. Many of our early settlers were refugees from persecution. Only recently have we demonstrated in a grand manner that the oppressed are still welcome within our borders. The struggle for freedom and equal rights for all men has been a long and hard one, and will continue to be so.

Probably the greatest achievement in our nation's history is the American public school, since from universal education has developed the American way of life. The public schools were not established for the privileged—however large or small a group—but for the children of all Americans. The last major legal barrier to the achievement of equal educational opportunity for all American children has now been removed. It only remains for all citizens of good will to work tirelessly and constructively toward the realization of this fundamental American goal—the recognition of the individual as a free man, regardless of his racial background.

Part II. DESEGREGATION - ACHIEVEMENT AND GROUPING

SINCE the Supreme Court's ruling on school segregation in May 1954, the experience of the writers, in their respective school systems, indicates that racial desegregation of the Nation's public schools will work out, though not without some serious, time-consuming problems. Extermists on the issue—dyed-in-the-wool segregationists and ardent interationists—have not supplied workable solutions. Somewhere between these two points of view, the moderates will, in time, develop an acceptable program of racial desegregation.

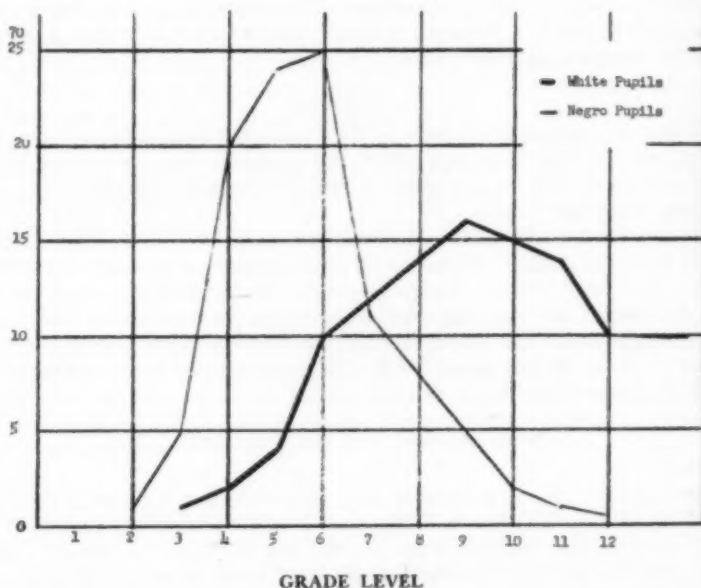
There are many reasons that people use to justify their points of view. Some represent stereotypes; others are scientifically based. It is not the purpose of this article to offer definitive solutions for racial desegregation, but rather to present experience of a helpful nature in approaching achievement and grouping as it relates to racial desegregation. The achievement levels of both races will be discussed in order to identify similarities and differences among children of both races.

ABILITY TO ACHIEVE

As a general rule, in any given test of mental ability some pupils will score high and some low. Not all of the Negroes will score low nor will all of the whites score high.

On tests of ability to achieve, the Negro as well as the white pupils have shown a wide range of ability. Achievement test scores from Washington, D. C. indicate that Negro pupils have as wide a range of ability as white pupils. Generally these tests also show that there is some extent of overlapping. The distribution of achievement test scores for white and Negro pupils in the eighth grade is shown in the accompanying chart.

COMBINED MATHEMATICS AND READING ACHIEVEMENT TEST SCORES
EIGHTH GRADE SECOND MONTH—WASHINGTON, D. C.
PUBLIC SCHOOLS—1956



Source of Data: Committee on the District of Columbia, House of Representatives of the U. S.

There is considerable evidence of similarity in achievement between the two races, with Negroes as well as whites showing great capabilities. In every area of society, it is possible to find Negroes who have displayed the ability to achieve. Some of the best known are Ralph Bunche, Marian Anderson, Roland Hayes, Ethel Waters, Thurgood Marshall, Martin Luther King, Mary Bethune, Floyd Patterson, Mordicai Johnson, Booker T. Washington, D. O. W. Holmes, Charles S. Johnson, Pearl Bailey, Roy Campanella, Ambrose Caliver, Lenny Moore, Jacob Lawrence, Milt Campbell, Theresa Wilkins, and George Washington Carver.

It is generally accepted that the urban children of both races tend to achieve at higher levels, on ability tests, than the rural children. Since many Negro pupils come from Southern rural areas, they will naturally score low on tests in competition with urban white pupils. Eighteen social scientists in a statement released in 1956 report "that the intelligence quotients of Southern Negro children improve markedly after a period of years in the schools available to them in New York or Philadelphia."

As further evidence of the ability of the negro to achieve, the March 4, 1957, issue of *Time* magazine reports the results of an experiment in selecting negroes of promising ability in the Deep South to continue their education in interracial colleges: "The students have done astonishing well; of the 520 Southern Project students, only four had dropped out for academic reasons by last June."

DIFFERENCES

There are differences as well as similarities between the two races. In areas where achievement and ability test scores are kept on a racial basis, the average score for negro pupils is two or three school grades below the average for white pupils.

In the District of Columbia, for instance, in 1955-56 in achievement tests given on a city-wide basis, the negro pupils on the average scored two school grades below the white pupils. On an intelligence test given at the same time, the negro pupils averaged twenty points below the white pupils. Similar results were obtained on achievement and ability tests given in Wilmington, North Carolina; Florence, South Carolina; and Baltimore, Maryland.

SOME REASONS FOR THE DIFFERENCES

Absence

Compulsory school attendance laws may exist, but they are not always easy or practical to enforce. The negro is frequently in a position where his earnings are insufficient to care for the needs of his family. Even the children of elementary-school age may need to work. This is particularly true in the cotton and tobacco belts of the South. The value of an education for the future recedes in the face of present need. Then, too, the negro realizes that even with an education, his opportunities remain limited. Many negro children, through economic need, attend classes only about half the school year. Teachers, cognizant of the problem, continue to promote these children. If such a child moves to the North and is placed in the same school grade, his lack of performance in his new class may be due, in part, to this factor.

Economic Status

In general, the economic level of the negro is below that of the white. Consequently, the negro child is denied many cultural experiences in and out of the home. His cultural pattern may differ widely from that

of the white child. Since intelligence tests are based upon a knowledge of the acquaintance with the white culture, the negro child may be expected to score lower than a corresponding white child of equal intelligence. According to the recent statement released by eighteen prominent social scientists, "Intelligence tests do not in themselves enable us to differentiate safely between what is due to innate capacity and what is the result of environmental influences, training, and education."

Health Factors

Due to their low economic status, most Negroes live in sub-standard areas without sufficient sanitary conditions. This fact, plus inadequate diet, promotes many diseases among Negroes. Medical studies have shown that improper diet can affect adversely the physical and mental wellbeing of a child. Dr. Benjamin Pasamanick and Dr. Abraham Lillienfeld conducted a study which showed that those children whose nutritional status declined from birth performed at significantly lower rates. They found that a child's hearing, eye-sight, and general alertness were slowed down as a result of poor diet. Many Negro children are affected by health conditions resulting from low economic status.

Teacher Training

Teacher-training for negroes is often given in inferior buildings with an inadequate instructional staff. Negro graduates are frequently assigned to posts where the buildings are in disreputable condition and supplies are low or non-existent. Under these circumstances, the Negro child does not have the opportunity to learn to the extent that his ability might permit him. These are some factors which cause many Negro children to score relatively low on tests designed to measure achievement and native ability.

Implications

It is the experience of the writers that those administrators and teachers who have been doing a good job in the past can do a good job of educating all the children in a desegregated school system. With the advent of school desegregation, soundly established educational practices need to be continued as new ones are developed. The best tests available should be utilized to get information for proper placement and helpful adjustment of pupils, even though authorities agree that there are no "culture-free" tests. To help pupils adjust effectively, a broad testing program is necessary. Washington, D. C.; Florence, South Carolina; and Baltimore, Maryland, have asked for increased appropriations to expand the use of the testing program as an aid to educating all pupils.

Test scores are vital to understanding the growth and development of each individual pupil. It is essential to identify each individual and his potential for himself and for the group. A continuous study of this pupil information is especially necessary in a community with a shifting population if the school is attempting to meet the needs of all the pupils.

Curriculum

Curriculum revision is dependent upon information that is available about pupils and their community. Some schools have found that desegregation has stimulated school staffs to study carefully their student population, and then to evaluate the educational program as related to student needs. In some of these instances, desegregation has proved to be a powerful impetus toward improved instruction for all the children.

A decided change in the type of school population provides an excellent opportunity for stimulating staff appraisal of the curriculum. Drastic changes in the type of students are readily noticeable to experienced teachers.

This noticeable disparity between the curriculum and pupil needs may facilitate study of the pupil population and assist in the designing of appropriate curriculum offerings. As a result of such sensitivity to pupil needs the curriculum can be improved and the teachers can grow in their understanding of educating all American youth.

In an effort to meet pupil needs, some communities are reported to have "watered down" curriculum offerings with unsatisfactory results from both the teacher and the pupil point-of-view. Some are said to have moved deliberately toward specialized schools, whereas others have developed specialized schools as a more natural development in response to community needs growing out of a changing population.

Yet another approach to the problem is to broaden the curriculum offerings within each subject area. The traditional academic subject discipline and special subject areas need to be evaluated and broadened to meet the various ability levels of the pupils. In addition to these attempts to meet the challenge of educating American youth, schools have developed remedial classes in reading and mathematics.

ADMINISTRATIVE MATTERS RELATED TO CURRICULUM

In an attempt to meet the challenge of the variation in tested ability of pupils, some school systems have increased the emphasis on grouping. In the District of Columbia senior high schools, a grouping has taken the form of a "four-track-program." Each pupil is placed in the Honors Curriculum (College Preparatory), Regular Curriculum (College Preparatory), General Curriculum, or Basic Curriculum, according to his ability to achieve, past performance, reading level, and the recommendation of subject-matter teachers. Remedial instruction in reading and mathematics has also become an integral part of the school program in an attempt to help each pupil develop to his fullest capacity.

It is clear that in order to meet the needs of all the pupils in a desegregated school—in any school where there is a wide range of ability—further study of grouping and the use of smaller classes are needed.

A report released on October 16, 1956, points out that, "the available scientific evidence indicates that much, perhaps all, of the observable differences among various racial and national groups may be adequately

explained in terms of environmental differences." Since the pupils of both the negro and white races achieve at different levels and each has a wide range of ability, race is not acceptable as one of the criteria for grouping.

SUMMARY

Experience has demonstrated that racial desegregation of the public schools can be successful. Individually, the Negro has demonstrated his ability to achieve and compete in this modern society. Differences in achievement as measured by standardized tests presently exist between the Negro and white groups, but if Negroes are given the proper economic and social conditions, these differences will gradually disappear.

Part III. PREPARATION FOR DESEGREGATION

WHEN should the desegregation process start? How can we contribute to a program of desegregation? What obstacles are in the way of desegregation? Can a desegregation program run smoothly? These are problems which many of us are facing today. Racial segregation in the public schools has been ruled unconstitutional by the Supreme Court, and every citizen who believes in the United States as a nation of law is responsible for helping to implement desegregation. A good citizen who disagrees with the law has the right to seek change through "due process" as provided for in the Federal Constitution. At the same time he is obligated to obey even those laws which he is seeking to change. Any attempts to circumvent desegregation are clearly outside the scope of the law.

The time-tables and procedures for desegregating the schools will vary from state to state and from locality to locality. This variation is evidently what the Supreme Court had in mind. Although complete and immediate desegregation might be desirable in one situation, in another, an alternate approach to the problem might be indicated. Much can be learned from actual experience in public schools. The writers have recorded anecdotes which illustrate various practices and underlying principles. From these anecdotes there were selected those illustrations which seem to be most enlightening in suggesting some of the problems together with some solutions.

Our first illustration concerns a parent who visited an elementary school, stating that she felt the program was not challenging her son. Further discussion with the parent convinced the principal that the parent felt that Negroes are less able to achieve than the whites, and that the parent's real concern, therefore, centered around desegregation.

The principal discussed grouping and pointed out that the teacher takes into account the various levels in the class. He also discussed desegregation in the school openly and frankly. The implications of this

illustration seem to be: (1) parents' concerns over desegregation are often covered by a reference to other problems; and (2) parents' concerns can often be satisfied by a careful explanation of the school's data and policies.

Another incident occurred when the Baltimore City schools opened on a desegregated basis in the fall of 1954. The first several days of the school term had passed without incident. Then picket lines appeared around several elementary and secondary schools located some distance from one another. Appeals to the community over a two-day period did not stop the picketing. Over the weekend, school officials, the police, and members of the state's Attorney's office, met to discuss the problem.

Subsequently, the superintendent of schools was quoted by the *Baltimore Sun* as stating that "... (students) who have been absent from school without legitimate reason" (are to) return to school this morning without fail. There has been sufficient time now for all to realize that illegal absence from school is not an acceptable way to express opinions on public questions. The school attendance law is clear and must be enforced without exception." These statements could leave little doubt as to the position of the school superintendent.

On the strength of legal advice, the police commissioner further involved the services of the police department. In a statement in the press, over the radio, and on television, the commissioner explained that he was responsible for enforcing the laws. He would arrest any individual picketing any public school because a city ordinance prohibited obstructing entry into a public building. On Monday morning a few pickets made an appearance and after a warning, went home. School attendance, which had dropped off considerably during picketing, returned to normal by Tuesday.

From the many anecdotes available, the following one illustrates the importance of the communities' feelings about desegregation. In one county school, located near an army post, overcrowded conditions necessitated the finding of additional space. The only available space was on the army post itself and military authorities insisted that it had to be utilized on a desegregated basis. Their stand was in accordance with Department of the Army regulations which had been in effect prior to the rendering of the Supreme Court opinion. The county had not, at this time, developed its over-all plan for desegregation and was maintaining completely separate systems for white and Negro children. School authorities, however, in analyzing the situation, came to the following conclusion:

Since over 90 per cent of the children involved would be those of military personnel, there was little likelihood of any real difficulty in accomplishing desegregation in this particular school. To verify this fact, an informal sampling of parents at both schools was made. Interviews, conducted by the school principals and PTA officers, showed that

opposition to this move would be almost negligible. School officials reasoned that acceptance of the plan was due mainly to the fact that service families had been living and working in desegregated communities for several years. Negro families and white families occupied adjoining quarters, attended the same social functions, and worked side by side on jobs. Their children played together on the community playgrounds and many had attended desegregated service schools both in the United States and abroad.

The board of education decided that desegregation could take place here without difficulty and without waiting for the total county plan to be evolved. The Army's offer of space was accepted, the school was set up, and children were assigned without respect to race or color.

In two years of operation, no incident of conflict over desegregation in this situation has occurred. Not only has there been desegregation within the student body, but also within the teaching staff and the PTA organization of the school. From this illustration, several principles emerge:

1. Before action is taken, a careful analysis of the real feelings of the people in a community should be made.
2. Once it has been determined that the majority of people in a community are not highly antagonistic toward the plan, it should be instituted in a calm, matter-of-fact manner as soon as possible.
3. Where there are no local legal barriers, the process of desegregation may well proceed at different rates in different schools.

After the Supreme Court rendered its opinion on May 17, 1954, a large county school system found itself ill prepared for desegregation. The only prior evidence of desegregation was at staff level, where supervisors and others of both races met together, and in the occasional exchange assemblies held between Negro and white high schools.

Operating on the premise that the decision was clear and that the main job now was the "how," the county board appointed a commission to advise it. This committee of lay people represented all geographical areas of the county, both races, and many walks of life. The committee met periodically from May 1955 to March 1956, at which time it submitted its report. The following excerpts from the report indicate the high level of thinking that can result from people sitting down together and analyzing all aspects of a highly difficult problem. The following is quoted from the Introduction:

There has been in some ways a misunderstanding of the purpose and function of this commission. It is assumed by some that this commission was set up to find out whether or not the schools in the county should be desegregated. This question has been decided by the Supreme Court and the function of the present commission is to advise the Board of Education as to its findings and recommendations on the best way to proceed with the desegregation of the public schools of this county.

In its findings, the commission reported:

The over-all shortage of classroom space is the principal school problem in the county and must be considered in any school changes whether they pertain to desegregation or to any other situation.

The conditions in this county as regards desegregation vary from those of a northern urban area to those of a typical southern rural area.

The transition to a desegregated system in the elementary schools is simpler than in the junior and senior high schools, because of existing population concentrations and location of existing schools.

In its recommendations, the commission included:

That insofar as it is administratively practical, every child shall have the choice of: (1) attending the nearest school, (2) attending his present school, or (3) requesting admittance to another school through the Board of Education.

That a substantial start in the desegregation program should take place by the beginning of the 1956 school year. The program should be started on all levels where administratively possible.

That the program of desegregation be carried out with the purpose of removing discriminatory barriers and not in any manner to force mixing to achieve integration.

That a common policy of desegregation should be adopted throughout the county.

That all matters concerning desegregation be handled in a frank and open manner and that a widespread program of obtaining public understanding and cooperation be adopted by the Board of Education.

There was no minority report submitted.

Acting on this report the County Board of Education moved quickly and firmly to:

1. Set up a policy whereby desegregation would take place in September of 1956 in grades 1, 2, and 3 throughout the county.
2. Make provisions for one or more additional grades to be added each year within the limits of administrative practicality.
3. Set up desegregation of all teaching personnel involved in curriculum development, workshops, and staff level meetings.
4. Set up summertime human relations workshops for interested teachers and administrators.
5. Abolish the terms "white" and "colored" schools. They are now just schools for all children.

The policy went into effect as of September 1956, and no crises developed. While the percentage of desegregated schools is small, a purposeful start has been made. Most important, the policy has been followed firmly.

From this illustration, the following seem important:

1. When policy is determined, it must be firm.
2. Gradual desegregation is obviously necessary and desirable in many systems.
3. The degree of gradualness and uniformity should be determined by the readiness of the people and the administrative factors involved.

4. When people have been involved in making recommendations on policy and decisions, every effort needs to be exerted to put the substance of those recommendations into action at the earliest possible moment.

The experience of the principal of yet another school system which has passed through the initial stages of desegregation might give further assistance to those educators whose schools are still in the preparation stage.

After having received advice from the Attorney General of the state that there was no legal barrier to the desegregation of all students in the public schools, the next problem for the superintendent and the board of education was to make plans for desegregation. With these plans and policies clearly stated, the principal of a school then had a framework within which to work in starting desegregation within the school.

A neighborhood Negro elementary school was to close in June 1955 and be consolidated the following September. The number of Negro children was about sixty. The PTA executive board, the principal, and the supervisor of the white elementary school met several times before the end of the school year and during the summer. They discussed their problems with this idea in mind: "What are we going to do to make desegregation work in our school?"

They agreed to a simple plan and put it into action. Before the end of the school year, the PTA president in the white school visited the Negro school and met with the PTA president of that school. The Negro principal made home visits to the children of his school accompanied by the principal of the receiving school. They answered many questions of the Negro parents and gave a picture of how the receiving school operated. The teacher-sponsor for patrols, the principal, and officers of patrols invited the Negro candidates to come to the receiving school for their training. The white patrols stood at their posts with the Negro trainees and trained them, so that they could assume joint responsibility upon the opening of school the following September.

The principal of the white school and two staff members were also members of the county desegregation committee. This committee studied about desegregation and the problems that might arise during the organization period and during the actual experience of desegregation in the schools.

As soon as it was decided that the Negro school teacher, who had been a teacher for twenty years at her school, would come to the white school as a teacher of the second grade, the principal had a meeting of the staff. It was decided that the principal and a staff member would meet with the Negro teacher several times before the opening of school to help her learn about the building, the supplies, the location of her room, and other things that a new teacher likes to know. The same thing would be done for each new teacher regardless of race.

Children, while selected carefully for the Negro teacher's room, did represent all ability levels. Consideration was given to the temperament of each parent as the principal and teachers knew him. Whenever a new pupil comes to the school to enter the second grade, the principal says to the parent, "We expect to place your child in the Negro teacher's class. Do you have any objections?" Parents have almost always replied, "Is she a good teacher?" When the parent is told that the teacher is competent there is usually no objection.

The experiences documented here are examples of how one school principal handled desegregation by maintaining the policies that had been followed in the past. Making decisions after communication with both races seemed to heighten understanding. Maintaining old policies as well as establishing new policies determined by the representatives of both races seemed to give security to all concerned.

It is evident from the foregoing illustrations that preparation for desegregation is a highly individual matter. No single school system can expect to find a blueprint that will fit its specific needs. Thus it becomes necessary: (1) to analyze the individual situation, (2) to create a program of readiness, (3) to study the solutions tried by others, (4) to decide upon which course seems best for this school at this time, (5) to put the full resources of the system or school behind implementing the approach chosen, and (6) to evaluate results and modify techniques to fit the ever-changing situation.

Obviously a positive approach must be the keynote in any program of preparation for desegregation. A desire to see the program succeed, a willingness to accept change, and an ability to analyze the situation as it changes are necessary factors for school administrators to consider in meeting this highly challenging problem.

NATIONAL DEBATE TOPIC

Each year the National University Extension Association selects a topic for debate in high school and college. This year it has selected Foreign Aid as the topic for high-school debate. As usual, three general subjects have been selected as try-out propositions for discussion during the first semester. These are: (1) Should the amount of U. S. foreign aid be decreased? (2) Should more of U. S. foreign aid be channeled through the U. N.? and (3) Should greater emphasis be placed on technical assistance? One of these propositions will be selected for the actual debate topic for the second semester. Some sources of aids to debates are: *Discussion and Debate Manual*, edited by Bower Aly (Lucas Brothers, Publishers, Columbia, Missouri); and *Congressional Digest*, August—September 1957, (Congressional Digest Corporation, 1631 K Street, N. W., Washington 6, D. C. \$1.)

It Happened in a Workshop

JANE ELLEN McALLISTER

IN the mechanics of organization, the 1956 Workshop at Jackson State College was no different from any other. It added nothing new as far as workshop techniques were concerned, but it did add a good deal about the use and the need for workshops and the role of workshops in a setting where educational needs are great. In planning the workshop, the participants made every effort to have the workshop a place where principals and teachers assumed independent and interdependent responsibility for getting things done; where the participants could talk over experiences with common practical problems; a place where, after learning that they had common individual and group problems, the participants could divide into special-interest groups and committees and where assistance from such resources as staff members, visiting consultants, reading materials, field trips, and audio visual aids could be easily given because principals felt such great need for such assistance.

HOW THE WORKSHOP WAS SET UP AND WHY

In all these preceding ways, the set-up of this Mississippi Workshop itself was no different from any other workshop. Yet there was a subtle but important difference. Perhaps the difference lay in the fact that it was a workshop sensitive to the strong currents of feeling and emotion in the South. Perhaps the difference was that this workshop used an entire summer-school population for a laboratory and the summer school affected by the integration crisis was different. As one workshop staff member said, "A summer school in Mississippi has an intangible something that is quite different from other summer schools in New York, Maryland, and even in Virginia in which I have taught or which I have attended. That something is not in the number of teachers, for other summer schools have been bigger; it is not in the looks of the people, for they are no longer rural in appearance. It is not in the method of registration or the business of paying fees, for that is organized as smoothly as registration in the big colleges which administrators at Jackson State College have attended. Is it in the tremendous surge of ambition to equal teachers elsewhere—an ambition producing the question at test times? 'But where do we stand on the *national norm*?' Or is it the tension, controlled but always present, that has been so apparent recently?" Since the summer school was different in some intangible but significant

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way, so one may expect the workshop in the setting of that summer school to be different.

The Jackson State College Workshop was set up to handle realistically, the specific problems facing the twenty-six principals and their schools, children, and communities. "The why of the workshop," said one consultant, "lies in the dramatic opportunity it offers to prepare for assuming new and larger responsibilities as significant socio-economic changes and corresponding changes in education take place in the South, and bring the consolidation of schools and other even more far-reaching changes." In the emphasis on problem-situations, the workshop setup provided the participants with the opportunity of working in a laboratory of 1,000 summer-school teachers on the campus. For instance, first, when principals had to develop skill in group dynamics for use in back-home situations, they made a survey-poll of the entire summer-school group by means of attractively labeled suggestion boxes in all strategic places on the campus. The summer-school teachers gave their opinions about courses and the organization and administration of the summer school. The principals in turn reported the findings to the group of 1,000 teachers and then arranged for a question period. Thus the principals learned-by-doing to work democratically. It is hoped that they carried the techniques over to their home faculties and communities. Second, principals were faced with the problem of raising the cultural level of local communities. To prepare for this, they raised the cultural level of the thousand teachers in the college community and in the adjacent town community by arousing the interest in educational moving pictures and the moving-picture classics. The workshop participants selected the moving pictures, ran the moving picture machine, and sold the idea of attending each week to the college community and adjacent town community. Third, the principals in their local communities were faced with the problems of getting Negro school news into the white (and only daily) papers and on white broadcasting stations. They trained for this in the workshop by getting news and pictures regularly into the Jackson *Clarion Ledger*, *Daily News*, and the *State Times*. Fourth, they had to persuade the 1,000 summer-school teachers to cooperate with community agencies. To this end, they brought representatives of six agencies to the campus in a panel discussion.

Even the aforementioned problem-situations do not reach the essence of the difference in the Jackson State College Workshop from others. Perhaps, as one participant said, "The difference was the intense longing for vision, leadership, and insight into and skill in human relations; and the feeling that, unless we principals have these three essentials, all is lost. The difference was in this and in the feeling that the three essentials could not be gained from books but must be practiced." So the workshop, one of whose reasons for being was to develop vision, leadership and ability in human relations, was set up not only so that the participants could have practice in human relations, but also that they could draw

on consultants to acquaint themselves with public speaking, anthropology, business administration, psychology, group dynamics, political science, and even the art necessary to solve their problems. But the workshop's major difference did not lie even in its consultants, for in this too it was as other workshops are. Like the summer school, its difference was in the emotional atmosphere which affected it, even in the comparative remoteness and calmness of a college campus. For the workshop participants, being bombarded from all sides by attacks and counterattacks from newspapers, groups and individuals, were in turn encouraged, frightened, optimistic, and despondent. Since no true workshop can afford to ignore the emotions, attitudes, and values of its participants, the aforementioned major element of difference accounts for much of the how of the Jackson State College Workshop, and, to a great extent, for its why—for principals had to learn to cope in back-home schools and communities with the same emotional atmosphere that marked the workshop and its laboratory. Indeed herein lay the greatest need for and the crucial role of the Jackson State College Workshop. Its greatest obligation was to give self-confidence to people faced with complex problems.

WHAT SORT OF PROBLEMS WERE BROUGHT TO THE WORKSHOP

Each principal brought with him a problem which he needed to work on back home. The problem was his problem as he saw it. He spent some time in the beginning clarifying his problem. He spent the major part of his time working out a blueprint for action, with the proviso that nothing was to be forced on the teachers, but that procedures should be developed cooperatively with them. The solution was the one the principal thought would work, but he would submit it to his teachers for advice. Some of the problems which the principals brought with them were: (1) improving economic status of the people, (2) decreasing student mortality and increasing average daily attendance, and (3) educating faculties to meet problems of consolidation. While these problems brought to the workshop by principals were worked on diligently, the workshop revealed submerged problems of which some of the aforementioned ones were only surface indications like the top of an iceberg. These problems involved the fundamentals of sociology, education, and humanity. They were problems that had to do with values in life held by Negro teachers and Negro children, and attitudes of Negro to Negro, white to Negro, and Negro to white.

The case of Mr. Questor is an illustration of how the Workshop actually helped the principals see problems in a clear light in order to translate their ideas into action. By nature, Mr. Questor is a man of deep conviction, a sensitive and idealistic man with an alert mind, and a sense of community and civic responsibility. The community where he was then principal was, from the standpoint of his previous experience, a step backward, for the reason, as he said, that "It is on a low cultural and moral level; sex delinquency is rampant; illegitimate births are common;

civic responsibility is negligible." He did not accept this at face value, passively. Among other efforts to improve matters, he initiated projects to (1) organize branches of the American Legion and the Veterans of Foreign Wars, (2) establish a lunchroom for the children in his school, and (3) set in motion recreational opportunities for the young people of the community. Too, he worked to interest Negroes in the value of exercising all the rights and privileges of citizenship, including proper use of the franchise.

By the time the workshop was held, Mr. Questor had made little headway after tremendous effort. His only hope was, as he put it, "the children in the school—the children wanting desperately to learn." For a man of Mr. Questor's temperament, background, and training, it is understandable that, when he enrolled in the workshop, he was leaving the school of which he was principal, after having served for a year. His big question now was whether he could find clues, through the workshop, which would help him in the future to cope with such similar situations that might confront him.

By what steps could the workshop help him? During its six weeks, he was encouraged and guided to review all the facts of the situation and—this is important—as *unemotionally* as possible. He asked himself many searching questions; perhaps sometimes to his own surprise, he came up with many revealing answers. In his own words, "The workshop has given me a dare, really, to analyze more fully the situation and, even though I have resigned from the school, to evaluate the techniques I used for school and community leadership."

SUMMING UP THE VALUE OF THE WORKSHOP

The value of the Workshop was noted from two angles: (1) the immediate evaluation at a conference held on the last day of the Workshop and (2) the long-term evaluation after principals had worked for a year, when participants told what had actually happened in their schools as a direct or indirect result of the Workshop. Perhaps the best idea of the immediate evaluation will be gained from excerpts from the diaries of the various participants:

August 5—A principal in a twelve-teacher school

In the conference today I didn't say what the weakness of the Workshop is, but I know what it is. We principals do not know how to attack our problems. During the six weeks in the Workshop our problems have become clear to us—beautifully clear. The methods by which we would work as a group are clear because we worked as groups. Ironically enough, though, exactly what we would actually be doing as a group is not clear. Perhaps it takes more than five weeks to learn what to do about problems as big as ours. Perhaps the follow-up to the workshop should be that the consultants from the college would come to us and help us work out "on-the-spot" solutions of our problems. I wonder if they could do it successfully! It is easy to tell us what to do from the safe isolation of a college!

August 5—A woman principal in a five-teacher school

In my thinking, the most satisfactory point of the Workshop was reached when superintendents were brought into the Workshop and one of the superintendents said, "You principals didn't know what problems we had. We superintendents didn't know what problems you principals had. Why can't we come together more frequently and do something about them?"

The long-term evaluation conference, unlike the first conference, was held after the schools had been in session for one year. A question raised ran this way: How much of what you planned and dreamed during the Workshop have you actually accomplished? Actually a great deal of the information giving a perspective on the accomplishments of the workshop came out,—not so much through the necessarily brief filling-in of the questionnaires, but rather through either informal interviews or the flow of conversation in incidental circumstances where participants, expanding under the atmosphere of the inquiring mind, felt comfortably able to express their own findings and opinions in their own way. Attitudes could be appraised from the things they said, from the way they chose to say them, and the things they left unsaid. One of the most interesting and important by-product findings of the long-term Evaluation Conference had to do with the human relations as among Negroes, and Negroes and whites.

Limitations of space prevent the inclusion of comments but there was a general agreement that the Workshop had increased the ability to understand the feelings and attitudes and emotions of other people. Not all could report tangible gains, but almost all could report definite prospects. It is not easy to identify the secret of the Workshop. Not, to be sure, that it was perfect, in the crystallized sense. Every living thing must grow. The Principals' Workshop is, rather, at the stage of having pushed shoots above ground which are crisp and green with sturdy life.

Perhaps the Workshop secret is its optimism. "It's a lovely day Tomorrow!" was chosen by the principals for the Workshop song, and it would probably not have been by blind accident. Perhaps the secret lies in a certain telltale warm spirit, vital, pervasive. Perhaps in the grave and solicitous kindness of all toward one sick member; or in the way participants dropped everything to join in the search for a missing colleague; or in the generous concern with which all turned to and helped one member, forced to miss several days through having to stay at home, on order of his superintendent, to oversee some building.

It would be an affectation to pretend that, from the beginning, the Workshop for principals has been all sweetness and light. Yet goodwill and healthy laughter have steadily outshone confusion and frustration, words have been outweighed by deeds. The Workshop was set up as a laboratory for studying human relations where, in real-life situations, people of good will and enquiring mind might learn skills in the assessment of human relations. "I have the feeling," said one of the principals contemplatively, "that this torch will illumine the Future." That well may be so.

California Association of Secondary-School Administrators

HANFORD F. RANTS

AS A member and committee representative of the California Association of Secondary-School Administrators, I was appointed chairman of a discussion group for our California State Convention. My assignment was to investigate and organize a panel group to view and discuss promising administrative practices in California. The panel was made up of Roy Arnheim, now serving as assistant superintendent in charge of junior high schools in Los Angeles; Jim Couche, Principal of Muir Junior High School in San Leandro; Harry Reid, Principal of Enterprise Junior High School in Compton; and myself, Principal of South Junior High School in Downey.

In order to offer some assistance or ideas to each principal in every situation, it was decided by the group to make a survey by questionnaire to find what are the most promising practices from the persons who were actually employing them. The questionnaire was set up for brevity and by reason of time element. Three main points were covered: (1) size of the school, (2) economic level of the community, and (3) promising techniques used. By classifying the schools in order of size and economic level as a guide, other principals could determine whether or not a particular method or idea might be of benefit to their own educational program. This brief questionnaire went out to all junior high-school principals in California except the Los Angeles City schools. Of the one hundred sixty-four sent out, only fifty-seven answers were received.

The responses of the survey were mimeographed and given to each of the administrators attending the discussion group so that he might have a copy to use as a basis for working out his individual problem. Since that time numerous requests for the survey results have been petitioned by administrators and principals not attending the discussion. It was requested that our findings be printed in this publication so that they may be made available to all.

Following are reports from fifty-five schools of which twelve had enrollments of 800 students, thirty-seven had enrollments of 801 to 1400 students, and six had an enrollment of 1400 students or more. An indication of the economic level of the area from which each junior high schools draws is also indicated in broad general terms.

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REPORTS FOR SCHOOLS WITH ENROLLMENT OF 800 STUDENTS
Middle Income Level, Migrant Farm Workers

Teacher assignments are laid out in advance for all to see. From the tentative schedule, staff members work out among themselves who will teach what, when, and where. This leads to high morale and an equitable division of load. Another advantage lies in curriculum planning. Teachers know far in advance what they are going to teach, and can work this year on next year's curriculum.

Middle Income Level

Each grading period, the student derives one fourth of his total grade through some individual activity. Activities suited to the individual's needs are evaluated by a pre-determined point scale. Points may be earned in a great variety of ways after the instructor has indicated approval. The pupil must evaluate his work on a prepared form. The goal of the program is to enable slow students to *earn* a passing mark by sheer effort and to reflect a more accurate mark for bright students who maintain high-grade averages with little effort. Under this program, no person that applies himself can fail, and no person that does not apply himself can make the highest mark. I have used this program in both the senior high school and the junior high school with great success and pupil approval.

Lower-Middle Income Level

Many schools issue a preliminary scholastic failure warning with reasons for the warning. We insist that the pupil sign this blank in the presence of the teacher. She also signs.

The same technique is used when the failure blank itself is issued. We do not believe marks should be secret. Students who are failing know before they receive a report card. This results in more understanding and less complaining.

Middle and Lower-Middle Income Level

To assist with the task of keeping the campus clean, we have a mascot flag which flies if the grounds are rated ninety per cent or better. The student council allows certain privileges if the banner flies one week or four consecutive weeks.

Middle and Lower-Middle Income Level

We have a pupil deficiency report to the parents that is sent home with the student to the parent. On it, there is a space for teacher comments—whether a parent conference is desirable or urgent—a space for parent comments, and a signature space for both parties. We feel it gives the classroom teacher a closer tie with the parent and it avoids cumbersome administrative detail.

Lower-Middle Income Level

Pupils who are six months below grade and age in reading are called in by the principal in small groups each year and their problem of read-

ing is discussed. They are impressed with their need for reading in upper grades. Suggestions are made for improvement—one of which is the remedial reading class. If they elect to enter the class, they are much better workers.

Middle Income Level

There is a general understanding at Martinez Junior High School that questions, suggestions, complaints, and requests, unless emergency in nature, be given to the principal in writing. Generally speaking such a procedure has advantages as follows: (1) clarifies the thoughts of one making the request, suggestion, or whatnot; (2) saves the principal's time in that he can usually read a note in less time than he can listen to a verbal communication; (3) removes the necessity of the principal trying to carry in his mind large numbers of communications given by word of mouth under a wide variety of circumstances; and (4) permits the principal to dispose of problems one at a time and in order.

Upper-Middle Income Level

In place of a weekly progress report, some of our pupils are placed on a daily report program. This technique can be used only on a limited basis as each teacher must initial and approve every day for fifteen consecutive days that the pupil has not only done well in behavior situations, but that he has also progressed in the academic area. If at any time the pupil failed to have proper recommendations from the teachers, an adequate disciplinary program is administered and the pupil once again starts toward the fifteen consecutive days without interruption.

Middle Income Level

We are experimenting with a ten-minute break in the middle of the morning, during which the cafeteria serves milk, fruit juice, and rolls.

Upper-Middle, Middle, and Lower-Middle Income Level

We have been trying out a seven-period day to enrich a students program, lessen tension, but mainly to help such things as our student government class (council) which meets five days a week. They are not kept from or taken out of any class. It is placed in regular schedule and also given a grade.

Upper-Middle Income Level

We have adopted the following procedure for determining the amount of supplies to purchase: Take an inventory of supplies at the end of last year; add amounts purchased during this year; and subtract the inventory taken at the end of this year. The difference is the amount used this year. The amount used this year is a good basis upon which to estimate the amount of supplies to be purchased for next year. Give each person present a copy of the procedure for determining the amount of supplies to purchase. Have each person read the procedure. Have someone answer questions, if any.

Upper-Middle Income Level

Student Body Elections. Since courses in U. S. history and in Federal, state, and local government are required at the junior high-school level, it is our belief that student body elections should, as nearly as possible, approximate the standard governmental type elections. To this end, we have purchased polling booths which are used by the student body at election time. Election officials are appointed. Their functions include coupling the ballots and checking to see that those who vote possess a student body card which is indicative of their affiliation with the Bancroft Junior High School Student Body Association. In this respect, we feel that the franchise should extend only to those who belong to the organization. We have the usual campaign period where those running for office advertise and make speeches to convince the voters of their qualities. The method of election places one more responsibility on their shoulders, however. It is not enough to convince the electorate that you are the best candidate, but you must also see that they get to the polling place and cast their ballot.

Orientation Evenings. It has been our practice during the last several years to hold grade-level meetings with parents. These meetings are known as Orientation Evenings and are scheduled at the beginning of each school year. It is customary for the faculty members involved with the grade level under consideration to attend the meeting. These meetings are normally chairmanned by the counselor of the group concerned. A typical agenda includes a presentation by a representative of each of the various departments of the school. Also, co-curricular activities and general school rules and regulations are discussed. Attendance on the part of parents has been exceedingly gratifying, and we feel that the practice has proven itself to be highly valuable.

Faculty Male Members Get Together To Socialize. The faculty of this school is composed of slightly over fifty per cent male members. It is our experience that faculty men enjoy socializing with one another. To this end, we have established a monthly get-together. This occurs on the first Friday evening of each month and is held at the home of one of the faculty members on a rotating basis. These sessions have proven highly popular and have done much to harmonize and unify the male faculty. The demand for this activity arose from the faculty itself and was primarily organized by several interested members of the group. It has now become what one might call a school-wide institution.

Faculty-Elected Advisory Committee. Two years ago the need became apparent for some intermediary group between the faculty and administration. The problem has been solved through a faculty-elected advisory committee. The functions of this committee are not well-defined in writing. In practice, however, they have operated mainly in two areas: (a) the presentation of professional growth type faculty meetings and (b) the handling of minor complaints and irritations from faculty

members. We have found that they have acted as a very fine buffer and have resolved the problems on the faculty level. The term of office on this committee has been established so that there is continuity. Approximately fifty per cent of the committee is elected each year for a two-year term. We have also taken care to see that not only senior members of the faculty, but also newcomers have been represented in the group.

REPORTS FROM SCHOOLS WITH ENROLLMENTS OF 801 TO 1400 STUDENTS

Upper-Middle Income Level

We have inter-scholastic athletics in football, basketball, baseball, swimming, and track, in addition to our regular intramural program. This has been a great morale builder which extends throughout the whole school. It keeps boys from starting undesirable gangs.

Middle Income Level

Our faculty meeting planning committee has been operating seven years. All faculty meetings for the year are planned and conducted by the committee after a careful canvas of the faculty for interest. These meetings are of the "in-service education" type; ten are planned for each year. Four of these ten give Teacher Institute credit.

We have a new and interesting school health committee composed of four parents, five teachers, three administrators, and seven nurses. The purpose is to conduct an educational health program for our school which we hope will, (1) inform the parents of our program, (2) give us more parental help, (3) improve our program, and (4) inform the school of its health program.

Upper-Middle, Middle, Mostly Lower-Middle Income Level

Advisory Council. Elected by the faculty; 7-10 members meet with the principal every two weeks; principal brings his administrative problems to it for comment and recommendation; teachers use it to air their suggestions or gripes. Reports are made to the whole faculty *via* bulletins.

Upper-Middle Income Level

Principal's Cabinet. The cabinet is made up of five members of the faculty—two permanent members of the faculty appointed by the principal and three members elected by the faculty. One must be a first-year teacher for the benefit of new ideas. The cabinet eats lunch with the principal in his office one day a month. Any faculty member may contact any cabinet member at any time with any problem or question. Never may a cabinet member discuss or bring in any name at the cabinet meeting. Problems that are faculty-wide are given a decision by the cabinet or submitted to the faculty meeting for decision.

Middle Income Level

To me, the classroom teacher is on the firing line, and whatever we as administrators can do to help their progress will determine the success

of our schools. For that reason, I make every effort to make it possible and to give her the opportunity to teach without interruptions, disturbances, unusual assignments, *etc.* In return, I expect good lesson plans and good work within the classroom. I can't say I have any one method or way of accomplishing this objective other than it receives uppermost attention in our school.

Lower-Middle Income Level

Tardiness. We use a severe detention system for unexcused tardies: One tardy, one hour; two tardies, two hours; three or more tardies, three hours each. We have a full-time attendance man that handles detention. During the present school year, we are averaging between six and seven tardies per day. This has done a great deal to improve student attitude toward school work and has increased teacher effectiveness because students are ready to work when the final bell rings. All tardies are issued through the office.

Faculty Meetings. We have found excellent participation and good feeling from the teachers since starting our present meeting setup. Meetings are held every Monday night. By reserving this night and holding meetings often they rarely take more than half an hour. Teachers feel better about them and accept short meetings quite readily.

Lower-Middle Income Level

A leadership class in Elmhurst Junior High School, Oakland, was established for the purpose of training school officers, along with approximately twenty-five other recommended students, in parliamentary procedure, in organization of committees, and in public relations. The group makes and carries out plans for all school drives, special campaigns, student council meetings, *etc.* All new ideas for the improvement of student activities usually come from the leadership class.

Middle, Lower-Middle, Mostly Lower Income Level

One of the toughest nuts to crack is that of instilling school spirit and cooperation to the extent of eliminating even the small items of vandalism and the problem of cleanliness. We use the public intercom system to keep the youngsters informed, praise those who bring in lost articles and do any type of service. As a result, our yards and halls are kept clean by the students; money is brought in daily and seldom is reported lost; there has been no vandalism in three years of our existence. Pride in the school is more important in our opinion than blind spirit.

Middle Income Level

In order to understand better some of the individual problems behind non-adjusted students, a weekly case conference was set up. Attending this are the four class counselors, attendance counselor, welfare representative, school psychologist, school nurse, the principal or vice-principal, and occasionally an interested teacher. The purpose is to get all available

facts and explore the possibilities of new methods of approach with the students involved. Results in every case are gratifying. In others, it strengthens our hand when we insist that the case needs help from agencies other than the public school.

Upper-Middle Through Lower Income Level, Mostly Middle

The organization and functioning of the council and cabinet in our junior high school has been very effective.

Lower-Middle Income Level

How To Keep the Campus Clean. Immediately following each passing period, one teacher sends two boys into locker areas to pick up loose paper. This takes two minutes of time. We reward the boys with an ice cream treat each quarter. At the end of each lunch period, each home room takes a one-week assignment, in rotation, to clean up the lunch area of paper, refuse, ice sticks, etc. A committee of five with a chairman reports to the teacher in charge for approval of the work. A grade for the work is given to the home-room teacher as part of the home-room grade.

Middle Income Level

For two years with the assistance of our PTA, we have held parent education meetings for all parents of children in the seventh grade. This year during the first semester, seven meetings were scheduled, one meeting each for the parents of the pupils of each of our seventh-grade English-social studies teachers. Since each teacher has two classes of approximately 35 pupils, we can anticipate a maximum attendance of 140 parents. Mimeographed form letters are mailed to the parents inviting them to attend. Each year the response has averaged a little better than 50 per cent. The principal talks on the characteristics and needs of the adolescent. The teacher dwells on some of the problems about class work. Parents are permitted to ask questions. The PTA serves coffee and cookies after the meeting. The program has been well received. It helps to orient the new parents to the junior high school program and makes them loyal supporters for the entire three years that their children are in school.

Lower-Middle Income Level

We have two parent-teacher conferences every year in lieu of the mid-semester report card. School is dismissed for one day and teachers hold conferences from 7 to 9 P.M. on the evening before the conference and 9 to 5 P.M. on conference day. The average turnout is about 60 per cent (80% for the seventh grade). The acceptance is good.

Middle Income Level

We hold four faculty meetings per year. These are divided into four committee workshops on specific school problems. Each committee makes specific recommendations to be voted on by the faculty.

Upper Income Level

Our student body presents an annual two-night program for which admission is charged. It requires about ten weeks of preparation. The principal devotes about an hour a day to it. He may help with script writing, set designing, construction, and direction. He also assists with make-up on show nights.

This activity gives him an intimate and wholesome relationship with students of all grades. He gets to know the positive forces in his school. Also, he becomes acquainted, in a desirable way, with many students generally classed as poor citizens. The cost in time is compensated for by the elimination of disciplinary problems. Administration becomes easier and more delightful.

10% Upper-Middle, 30% Middle, 40% Lower-Middle, and 20% Lower Income Level

We have 236 foreign students in various stages of junior Americanization. These are chiefly Chinese from Hong Kong, but including varying numbers from the Philippines, Italy, Japan, Mexico, Tunisia, Bombay, Nicaragua, El Salvador, Ecuador, Guatemala, Cuba, Puerto Rico, Canada, Greece, Switzerland, England, and Russian refugees. Sixty-two are Negroes and 72 per cent are Chinese-Americans, or Chinese. Four teachers are assigned to basic subjects with these. We have 46-minute periods and two consecutive lunch periods. We also have two deans and a counseling staff. The nurse has an important role, due to the high incidence of TB background, especially among the new arrivals.

This school has seven instructional periods daily to provide for varying language needs and an enriched curriculum. There is no reason why the junior high school should not have an extra period to the standard six since the senior high schools begin to count recommendations to the collegiate levels with the tenth grade. This extra period permits strong instrumental music, art, industrial and homemaking arts, and commercial subjects. It provides latitude in which to expand for those who need developmental reading and oral English, remedial arithmetic, mentally retarded groups, and other needs, including a class in sight conservation.

This school being nearest to San Francisco's famed Chinatown has on its faculty seven Chinese-American teachers (native to U. S.), one Negro teacher, one teacher from the Philippines, and others who speak Spanish, Greek, Russian, German, *etc.* Since many are college preparatory students, especially the Chinese, the school offers Latin, Spanish, French, Italian, algebra, general business, typing, science, in addition to the art, music (band, orchestra, chorus), shops, foods, clothing, English, social studies. Physical education and mathematics are required.

Middle Income Level

Teacher Morale. We elect members to a standing social committee which functions out of the teachers' lounge, both sexes utilizing one

lounge or meeting area. The committee plans faculty functions and distributes duties which are usually shared by teachers and administration. Elections are held at our September pre-school faculty meeting.

Upper-Middle Income Level

Orientation of New Teachers. The faculty committee contacts new teachers during the summer and sends a list of housing and approximate costs. It also sends a package containing texts and courses of study. At the start of school, the principal assigns each new teacher to an experienced teacher. Each day they meet for the first six weeks, discuss homework, records, local rules and regulations, etc. At the end of six weeks, each go separate ways unless additional time is requested by the new teacher.

Lower Income Level

Three-Year Testing Program in Arithmetic and English. The purpose of this program is: (a) to determine the present individual and group achievement and ability of incoming students, (b) to determine the individual and group progress made from year to year, (c) to provide teachers and counselors with readily available counseling materials, and (d) to provide in-service training for teachers.

Details of the Testing Program. Tests used at the seventh-grade level are: (1) *Henman-Nelson Test of Mental Ability*, Form A, grades 3-8, expressed in mental age and IQ; (2) *Iowa Every-Pupil Tests of Basic Skills*, Test D: Basic Arithmetic Skills, Form O, Advanced Battery, expressed as grade placement; (3) *Nelson Silent Reading Test*, Form A, expressed in scores that may be compared to the normal for seventh-grade pupils and a total score reduced to grade placement; (4) different forms of these tests will be used at the end of the seventh grade. At the beginning of the eighth grade, the *California Tests of Mental Achievement* will be recorded, with alternate forms in May. The materials will be selected later for the ninth grade.

Results to Date: The original purposes are being achieved. The program demonstrates to teachers that while there is a high correlation between IQ and achievement, there are still such factors as interest and environment that influence achievement. It demonstrates to administrators, counselors, and teachers that results of tests must not be taken at face value. While teachers are assured that their teaching ability will not be judged according to the amount of progress students make from year to year, each teacher is challenged to see how much progress students can make. The program also aids teachers to form groups within a class.

Middle Income Level

A parent education group was set up to answer specific questions about this school. After conferences with the co-chairmen, a list of ten areas was submitted at the first meeting and a vote was taken as to preference. The

five areas with highest votes were chosen and five meetings were held with a one-hour talk and a one-hour question and answer period at each meeting. Previous meetings had attendance of 25-30; this one had 60-70.

Upper-Middle Income Level

Registration of new seventh-grade students is carried on in the elementary schools in the spring by junior high-school counselors. On a Friday afternoon in September before school opens, the new seventh-grade pupils are invited to an orientation assembly. General information about the school is given and student body officers are introduced. Students are then escorted to their classrooms by older students where they meet their teachers. This preparation makes the school run smoothly on Monday when school opens.

Middle Income Level

Idea or Thought for the Week. The principal concern is moral and spiritual values. Another major concern of ours is to bring and have the students in the act in every phase of this practice. We have divided the school year into weeks, and for each week one of the home rooms has the responsibility of planning something unique, something special, for the school for that week. This is now our eighteenth week of this school year, and we have had eighteen different "Ideas of the Week" already. We have eighteen weeks to go, and plans are already in motion for something special for each week in this program.

The plan is as follows: As principal of the school, I made out a schedule giving dates when each home room has its responsibility for the week. The home room plans all the rest of it. The home-room teacher and students discuss and decide what shall be their topic or idea of the week. Many of the home rooms make an appointment with me to discuss their thoughts. This is done by a committee, the Idea of the Week Committee, for the home room. As examples of ideas of the week, we have had such topics as sportsmanship and courtesy. The home room plans something special for the *Daily Bulletin* each day. Posters are made that are put on the bulletin boards in various rooms. Special activities pointing up the idea for the week by the home room and many other things usually occur also. After the plans are made, then the whole school gets in the act—students, teachers, all. We all become a part of the whole program in carrying out and doing our part.

This is our second year to have such a program. By having students and teachers all plan and get into the act, we have pointed out values in a very effective way. When we speak of courtesy, this idea is spelled out in very understandable terms. The students do the spelling out also. These values become real. I have especially observed these values being carried out in terms of wholesome attitudes on the part of students. I have seen them carried out in helping to keep the building and grounds clean. I have seen the effect at athletic events in terms of good sportsman-

ship, etc. I feel the real reason for the success of the program is that we are all in it together and we are doing it together.

Middle-Lower Income Level

The appearance of the campus is rated by a panel of students and teachers after lunch period each day. At the end of the week, if the average rating is sufficiently high, school is dismissed five minutes early on Friday. If the rating is average, classes are dismissed at the usual time. The system works quite well.

Middle Income Level

We found it helpful to schedule all teachers of a particular home-room group in a meeting either before or after school. The purpose is to furnish the opportunity of comparing notes among teachers regarding certain students in the presence of deans, counselors, and other members of the administrative staff.

Middle and Mostly Upper-Middle Income Level

We offer a ninth-grade class called English publications. Students are carefully selected on the basis of ability and interest in English. They edit and publish our school paper, the *Carson Courier*, and the *Hilites*, our annual. In addition, they cover the essentials in the ninth-grade English course. We feel this is a successful program for the bright student.

Upper-Middle Income Level

For our very "sharp" students who obviously have a future of high academic standing and high achievement at collegiate level, we offer a course (in addition to English) called "Advanced Reading"—ninth-grade level. The instructor increases their reading ability—skill, speed and comprehension, and their scope of literature, including all branches (poetry, biography, science, fiction, short stories, mystery, etc.). With some students, this directed reading program has them reading some three to five books a week, and our students and parents are delighted with the results.

We run early morning classes in English, mathematics, or social studies (without adding to any teacher's load) so that our "sharp cookies" may take elective courses such as orchestra, band, glee club, typing, Spanish, shop, drama, homemaking, etc., during their regular day. This puts top-flight students in these elective courses and gives those who have ability and interest the opportunity to receive this enriched program. We have never had difficulty in having a teacher volunteer for these classes. Teachers so doing are released one hour earlier each day. This program has received great praise and appreciation from teachers, parents, and administrators.

Lower-Middle Income Level

We have a parent-conference program for all seventh-grade students which has worked very well. The parents of our seventh-grade students

come to meet the teacher in accordance with a pre-arranged schedule that is satisfactory to both parent and teacher.

Middle Income Level

The effectiveness of faculty meetings appears to be a general problem in many schools. Inefficiency, apathy meetings, and possible autocracy results in lengthy meetings. The development of an agenda and a definite agenda form for each meeting, based on problems arising between meetings, tends to result in more efficient, shorter, and greater group participation.

Lower-Middle Income Level

Each year a teacher is appointed as PTA coordinator. She works with the PTA president and principal in planning the PTA program and all PTA activities. The PTA coordinator works very closely with the PTA president on the membership drive and all special PTA events, such as reception to new parents, Open House, and Public Schools Week. I have found this PTA coordinator most valuable in promoting a closer relationship with our PTA group and in developing a fine PTA program in the school and community.

Middle Income Level

One of our teachers accepted the responsibility of preparing displays (in various display cases) for commemorative events. The displays included Pan-American Day, UN Day, Flag Day, Veterans Day, Conservation, and birthdays of Washington, Lincoln, Susan B. Anthony, Benjamin Franklin, Mozart (latest and current), etc. The teacher prepared mimeographed bulletins for the events, which served as resource and reference material for other teachers. The bulletins are re-issued; hence, little work is involved once bulletins are prepared. The displays are seen by students during the noon hour and by parents and others who visit the school. This project was used as a basis for nominating the teacher for the Freedoms Foundation Award.

NOTE: The activity was initiated and encouraged by me to capitalize upon the talents of a teacher (who has difficulty in working with others) and to give the teacher recognition, which she craves. It has given the teacher status, which she did not have, and it has brought forth compliments from other teachers. I add this note to describe an administrative practice, since many faculties have latent talent in those who need recognition, even as do our students.

Lower-Middle Income Level

Every period class has a set of elected officers (30 classes, 1st period—30 sets of officers). These officers are invaluable to substitute teachers. They aid in fire drills and passing to assemblies and, in emergencies, take charge when teachers are absent, etc. Our school has two snack periods (15 minutes, plus 5 minutes passing time)—one in the middle of the morning

and one before the last period of the day. *Health* foods are sold (no candy or soft drinks). The whole program is conducted by *students*. No activities are allowed—students usually sit and chat. Teachers are given equal (simultaneously) rest periods (coffee breaks).

These procedures are very popular with both students and teachers. They have raised *efficiency* and have resulted in good mental and physical health to say nothing of *morale*. We also planned a non-sweat noon-time recreation program (student managed but teacher supervised). It included croquet, quoits, horseshoes, ping pong, shuffleboard, checkers, baseball, golf putting, basketball shooting for accuracy (variation), football passing for accuracy and distance, noon dances, movies, talent shows, *etc.*

Upper-Middle Income Level

Candidates for teacher vacancies in a given department are interviewed by teachers in that department. For example: If a vacancy occurs in the physical education department, both the men and women physical education teachers interview and make recommendations as to whether or not the individual should be employed. This is particularly effective in mathematics, English, and social studies. The assistant principals visit classes and make recommendations to the principal for continued employment of teachers.

Middle Income Level

Once a month and sometimes oftener, the four counselors meet with the vice-principal and principal for the purpose of establishing and clarifying policy, solving problems that have become prominent, coordinating efforts, and reaching agreements on our philosophy. This has been very fruitful.

Middle Income Level

We keep a record of each teacher's work assignments in order to equalize the total load (curricular, co-curricular, supervision). This gives a full picture of the actual distribution of assigned duties and assists the administration in making personnel assignments. Each teacher is given an X under the activity for which assignment was performed. At the end of a school year all X's are totalled and the total number of X's written under each activity. With the start of each school year, all returning teachers' previous totals are carried forward for the respective categories.

Middle Income Level

Our junior high-school cabinet has time on the regular Board agenda once each year to give a report on their activities. This has become a real educative opportunity for both students and the Board. The report terminates with "coffee and sandwiches" while a token of appreciation is tendered each Board member.

Lower Income Level

Mixed Faculty, Different Races. Faculty morale and unity is kept at a high level by racial events. The principal's office is always open to all. Morale and unity of faculty is one of the main jobs of the principal.

Lower-Middle, Lower Income Level

We have recently adopted a practice in relation to substitute teacher orientation which looks promising. To each substitute reporting to school in the morning, we give a substitute sheet. This gives her, in capsule form, information that is generally given verbally and often becomes confusing. This method reduces the time required to orient her and gives some degree of assurance and security. We also request that the substitute give a brief comment or reaction to her experiences. This sheet is shown to the regular teacher and is often effective in encouraging, planning, etc.

REPORTS FROM SCHOOLS WITH ENROLLMENTS OF 1400 STUDENTS OR MORE

Middle Income Level

I try to be "around" at a nearby eating spot or two. After rapport has been established at the street corner, etc., I have found many opportunities for "curbstone counseling." I have found it possible to head off some possible undesirable situations. This may not seem to be the principal's province to some, but I have found it worth while, even though it interferes with office and paper work.

Middle Income Level

We are giving special help this year to students who are retarded one and one-half years or more in reading achievement and who have mental abilities of 90 IQ or higher. These students are programmed in a reading class in lieu of English, social studies, or science for an indefinite period of time—usually from ten to twelve weeks, depending upon the need of each individual student and the progress which he is making. Students are scheduled for reading only with their approval and the approval of their parents. In nearly every case, we have found enthusiastic interest in the program. Thus far we are very much pleased with the results.

Upper-Middle Income Level

Orientation for Incoming Seventh-Grade Pupils: May—a sixth-grade assembly in that junior high school is held to show accomplishments in the seventh grade. Later, the principal meets with mothers at the elementary schools and discusses the *Parents' Handbook*. June—a bulletin is prepared outlining the first day's procedures—and discussing gym uniforms, fees, etc. This is sent home to each sixth-grade pupil. September—seventh-grade students study the *Students' Handbook*. October—seventh-grade mothers meet with counselors and administrators. November—"Back-to-School Night" is held when parents visit their children's classes.

Middle Income Level

About June 1, all sixth-grade students of the elementary schools in our district are invited to a *Dana Play Day* from 2:00 to 4:00 P.M. They assemble in the auditorium, are entertained by our combined advanced and intermediate bands (100 pieces), and are greeted briefly by school and student body officials. Each youngster receives a big, printed, colored, and numbered badge and all are quickly organized into about thirty-two teams of twenty boys and girls each (co-ed). Ninth-grade boys, under the supervision of a physical education teacher, officiate at these simple games and soon we have some 640 lads playing merrily together for about forty minutes. Games are rotated twice at the sound of a gun. Then a single-file line is formed and a grand tour of the building and grounds is made, with teachers on hand in each classroom to greet the visitors. Of course, we end up in the cafeteria where all have an ice cream treat, courtesy of the local Kiwanis Club. Sixth-grade pupils like this introduction to our school.

Middle Income Level

Faculty Committee Organization. All members of the faculty are assigned to control crowded lunch periods and grounds before and after school. A strong teacher is released to supervise fifty student courtesy patrol members. The Courtesy Patrol works with the Courtesy Council under the same supervisor. These ideas germinate in a leadership class which meets every day with the same man as teacher.

Middle Income Level

Faculty Committee Organization. All members of the faculty are assigned to standing faculty committees. These committees meet during Pre-School Week and do much to form policy and a program for the year in their particular area. The chairmen of the committees form a Faculty Steering Committee. It is through this Steering Committee that the principal provides leadership and direction for the various committees. The plan has resulted in real faculty interest in many areas of the school program, such as student activities, student social events, clubs, faculty meetings, student service groups, and civil defense.

THE TEACHER'S POSTAGE STAMP

When you are buying stamps at the post office, why don't you ask for the Teacher's stamp? We hope that the Teacher's stamp will be used whenever possible, on office materials as well as on personal mailings. If enough demand is created for these special stamps, the post office might request additional printings to the twenty million already authorized. So when you buy postage stamps for your personal mailings and also your school mailings, request the 3-cent Teacher's stamps.

Effective Supervisory and Administrative Bulletins

JOSEPH MERSAND

THE importance of the bulletin as a means of communication to the staff has long been recognized by administrators and supervisors at all levels of instruction. Textbooks on administration and supervision have numerous examples of the various types of bulletins which have been found helpful for the orderly and efficient administration of a department or an entire school. The purpose of this article is to illustrate several types of bulletins which have been useful to the supervisor and helpful to the teachers.

In the average large metropolitan high school, the teacher is presented with a mass of administrative paper which sometimes makes the letter box look like a veritable purse of *Fortunatus*—ever-filled to overflowing. Sometimes the sheer volume of mimeographed material inserted in the letter box seems so huge and confusing that the teacher throws his hands up in despair at his inability to master the contents of so many bulletins so often.

The wise administrator must, therefore, be certain that his new bulletin is not only necessary, but also clearly and interestingly expressed and spaced at not too frequent intervals.

TYPES OF ADMINISTRATIVE AND SUPERVISORY BULLETINS

1. *Regular Bulletins*

Certain bulletins are regular necessities and both teachers and supervisors might as well accept that fact. For example, at monthly meetings of the English department, items must be discussed that pertain to the orderly functioning of the department. Meetings are usually held at the end of the school day when both teachers and supervisors are tired and attention is bound to wander. To expect the staff to remember, reflect upon, and to follow through on a series of important items without any kind of written outline before them is merely wishful thinking. Better than no outline at all is an itemized agenda which can be distributed before the scheduled meeting. Some supervisors distribute this agenda a day or two before the scheduled meeting to give the members of the staff some time to reflect upon the topics of the meeting.

Joseph Mersand is Chairman of the English Department of Jamaica High School, Jamaica, New York, New York.

My own practice has been to make this agenda more than a list of items. I have preferred to spell out in some detail the contents of each item. Thus, if time is not available to discuss each item in detail or if the minds of a few teachers wander in the course of the meeting, there is always the detailed explanation to be read at one's leisure.

Following is the actual agenda for the first meeting of the school year 1957-1958. My agenda notes are usually divided into three parts: School Administration, Department Administration, and Professional Advancement. The sample shown below, being the first in the school year, concentrates on Department Administration. In addition to the items under Professional Advancement, there is an additional section on the major department study of the school year—the means for implementing the recently distributed new course of study in English in the New York City high schools.

Teachers are urged to file these monthly agenda bulletins, and reference is frequently made to items to avoid constant repetition. Thus in the course of a year or several years the staff learns the views of their supervisor on such topics as daily homework assignments, prompt beginning of each lesson, classroom methodology, *etc.* Since it is important for teachers and supervisor to understand each other on these and many other parts of the instructional program, such a series of bulletins helps to make for greater mutual understanding.

JAMAICA HIGH SCHOOL—LOUIS A. SCHUKER, *Principal*
ENGLISH DEPARTMENT—JOSEPH MERSAND, *Chairman*

AGENDA FOR DEPARTMENT CONFERENCE—September 6, 1957

Welcome to the Department: Miss Marie Serio, Miss Ruth Schriebman, and Mr. Morton Selub. Miss Linzmeyer is returning.

PART ONE: DEPARTMENT ROUTINES

- I. *Uniform Lessons:* These will begin on Wednesday and will last until Tuesday, September 24. They are designed to prevent the loss of instruction due to class changes, to assist you in the difficult first few days of the term, and to enable you to get to know your students as rapidly as possible. The lessons are flexible enough to enable you to make adjustments to fit the needs of students.
- II. *Supplies:* Mrs. Carlucci (Room 210) will take care of your needs. Delaney Cards are obtained in the English Office.
- III. *Textbooks:* Mrs. Carlucci will shortly send you forms on which to indicate your choices of literature texts. In the event that you would like to use pocket books (such as *Silas Marner*, *A Tale of Two Cities*, *The Golden Treasury*, *The Return of the Native*, *Shakespeare's Plays*, *etc.*), you may order them through the G.O. store. Remember that we may not compel our students to purchase these books; merely suggest their value as a class text.

Mrs. Carlucci will be in charge of Regents Review books. She will send a set of grammars to each teacher to store in the classroom closet. A set of dictionaries is stored in the English bookroom and may be borrowed for brief periods by applying to Mrs. Carlucci.

- IV. *Room Decorations*: We are indeed fortunate this term in that all the English rooms have been freshly painted. There is at least one bulletin board in each room. Let us make each English room look attractive with posters, student decorations, interesting pictures, and the many items which appear daily about our craft. I make a habit of inviting visitors to some of our most attractively decorated rooms, and they have never failed to comment favorably. A student committee in each class might be placed in charge of decorations. There are many illustrations, both framed and unframed, which you may borrow for your rooms. First come, first served. As I receive materials from time to time, I shall distribute them to you for posting on your bulletin boards.
- V. *Prompt Start of Classes*: This must be emphasized on the very first day. Our Department rule is that on the third lateness, the student is to be sent to the English Office. Explain that excessive lateness (as well as absence) will be taken into consideration when you estimate the grades.
- VI. *Eating in Classrooms*: Although we may sympathize with students on the early session who may feel hungry toward the end of their day, we must insist that eating should be done in the cafeteria, not in the classroom.
- VII. *Oral Recitations*: A student's final grades should represent his ability not only in writing and reading, but in speaking as well. Hence, it is necessary to emphasize the proper use of the mother tongue in every class. Do not permit mumbling of answers to your questions while the student remains seated. For extended answers, insist that the student stand up, face the class, and speak in intelligible sentences.
- VIII. *Covering Textbooks*: Students who will take the trouble to cover their texts neatly will have more respect for their books and for their contents. Insist that all textbooks which you issue be covered neatly, and that they be brought to class when they are to be used. Penalize those who are lazy, indifferent, or careless. Send all recalcitrants to me early in the term. Word will soon get around that we will tolerate no nonsense in this matter.
- Likewise, insist upon their bringing their English notebooks and assignment books. Do not accept any phony excuses such as the recent loss of these books. Let them purchase another copy. If we will all insist upon these simple rules, we can help one another to secure better student cooperation.
- IX. *Book Blacklist*: You will each receive a copy of this list. Do not issue any textbooks to a student whose name appears. Let him show you a clearance note from the respective Dean.
- X. *Daily Homework*: I cannot emphasize too strongly the necessity for assigning and expecting daily, specific work from each student. To many of our students a reading assignment without any written work is not "homework." It is something they can do on the bus, or in the cafeteria while eating, etc. "Take the next twenty pages" or "Will you please look over the next few exercises" do not spell out homework to many of our students (as I have discovered many times in conference with them). Make it a policy to place every assignment on the blackboard at the beginning of the period, yourself, or have a good student do it. Have one or more students read it aloud after the assignment has been copied, and ask if there are any questions. Let no student ever say that he did not know what was assigned. In this way I can answer any parents who come to me to complain that their students are being given no homework! Of course, try to motivate each assignment as strongly as possible.

- XI. *More Student Blackboard Work:* There was a noticeable increase in students' work at the blackboard last term. There should actually be some such work every day. Exercises in spelling, technical English, brief paragraphs of original work, answers to questions on the assignment, are a few of the subjects which make good boardwork activities. This will make for greater student participation in the recitation, give you more opportunities for grades, and reduce your own work each period. Try to incorporate some board work daily in your lesson preparation. You will discover that it pays.
- XII. *Utilization of Our Television Receiver:* Try to make more use of our TV receiver this term. I do not know when it will be picked up, but, as long as we still have it, let us utilize it. I have been told that special educational programs will be telecast this year.

PART TWO: PROFESSIONAL ADVANCEMENT

- I. *Membership in Professional Organizations:* There are three which merit your support: N.Y.S. Association of Teachers of English; New York State English Council, National Council of Teachers of English. Mr. Silver will be in charge of memberships for the Department. Please join at least one of these.
- II. *Instructional Materials:* For the benefit of our newest members, may I mention some of these materials:
1. Our own Jamaica High School English Syllabus.
 2. The new N.Y.S. Syllabus in English for High Schools (copies distributed last term).
 3. A list of resources in the English office.
 4. A complete collection of methods books in English and Speech.
 5. Several hundred literary biographies.
 6. Several hundred tape recordings of plays, poems, novels, and miscellaneous.
 7. Several hundred recordings of poems and plays (*Hamlet, Macbeth, Romeo & Juliet, Caesar, Cyrano de Bergerac*).
 8. Radio scripts from the *Cavalcade of America* Series.
 9. Public Affairs Pamphlets.
 10. Several hundred articles from *National Geographic Magazine* in separate folders.
 11. *Headline Series* pamphlets.
 12. *Life Adjustment* booklets.
 13. Art miniatures from the Metropolitan Museum's collection.
 14. Courses of study in English from many cities.
 15. Many books and articles on the teaching of reading.

PART THREE: SPECIAL TOPIC FOR STUDY THIS YEAR

Implementing the New Course of Study in English

Committees:

1. *Speaking and Listening:* Mr. Ryan (Chairman), Miss McCoy, Miss Rieg, Mr. Schwartz
2. *Reading and Literature:* Mrs. Young (Chairman), Mrs. Barmack, Mrs. Fechheimer, Miss Acton
3. *Written Expression:* Mrs. Rhodes (Chairman), Mrs. Carlucci, Mr. Steingart, Mr. Blechman
4. *English Language Study:* Mrs. Joseph (Chairman), Mrs. Cagan, Mrs. Farrell, Miss Foley
5. *Mass Media of Communication:* Mr. Silver (Chairman), Mrs. Huber, Mr. Selub, Miss Serio

6. *The Utilization of the School Library*: Mrs. Lazerson (Chairman), Miss Linzmeyer, Miss Schriebman

We shall have reports from each committee at each of our meetings for this term and going on into the next. For 1957-58, let us concentrate on the 9th and 10th years.

May this year be a happy and fruitful one in your teaching experience. Let us hold on to all the many gains we have made and move ahead to new victories.

Cordially, JOSEPH MERSAND, *Chairman*

2. *The Weekly Newsletter*

Since the department in the average large metropolitan high school usually meets only once a month, it is advisable to issue other communications about items that cannot wait for the monthly meeting. I have found the *Weekly Newsletter* a most effective means for communicating items of immediate interest, keeping my department up to date on the latest sources of instructional materials available, and building staff morale. The example below shows the wide variety of items that can be covered in such a departmental "house organ." Common sense and supervisory experience teach us that teachers are very busy and frequently harassed individuals, who have so many things to remember that only one with a memory of Macaulay would be expected to remember them all. For the supervisor to expect his staff to remember every item of a department conference—no matter how important it may seem to him—is highly unrealistic. Repetitions and reminders are necessary to insure retention and action. To this end, the *Weekly Newsletter* makes a significant contribution.

JAMAICA HIGH SCHOOL—LOUIS A. SCHUKER, *Principal*

ENGLISH AND SPEECH DEPARTMENTS—JOSEPH MERSAND, *Chairman*

Friday, February 8, 1957

THE WEEKLY NEWSLETTER

Since we shall not be holding another Department Conference until March 11, I am taking this means of acquainting you with certain matters of interest to all of us.

- I. *A Good Start*: I wish to congratulate all of you on the wonderful start you have made in the new term. In spite of the interruptions caused by programs changes, it was a real pleasure to see interesting and useful work going on in all the classes of the Department. It augurs well for a grand term.
- II. *New Rooms for Certain Classes*: You have received in your letter-boxes certain room changes to take effect on Monday, February 11. In all instances, these will make the number of movements from room to room fewer. I wish it were at all possible to give each teacher all her subject classes in one room all day long, but I have explained in our last meeting that this is impossible. Only a minority of the Department is fortunate this term. Next term, I trust that conditions will be better. Let us be patient and make the best of the rooms we have been assigned.

- III. *Dropping and Adding of Classes*: Because of conditions beyond our control, we have had to take back into the English Department our E19. We have also been asked to form a new 81G from students now in the other regular English 8 classes. I know this means a dislocation for some of you, but it could not be helped. The consolation is that both of these classes will be small.
- IV. *Leaflets for Equity Library Theatre*: You are receiving at this time enough leaflets for these excellent plays at the Bryant Community Center to supply each student in your classes. Since the first play is scheduled for February 15, I would suggest that you distribute them on Monday, February 11, or Wednesday at the latest. Remember that you may give credit for attendance at these plays and for reports about them.
- V. *The Muses Speak*: Please remind your students on Friday, February 15, that on Monday, February 18, they should bring a quarter for a copy of *The Muses Speak*, the excellent little publication of the Scribblers Club. We must sell at least 1200 to make our expenses. On Monday, February 18, we decided that we would all have a lesson in literature on the contents of this publication.
- VI. *Notice of Contests*: Mrs. Rhodes, our Contest Coordinator, has recommended the two contests (Propeller Club and Trip to Israel) to all our seniors. However, if you care to encourage participation on the lower levels, feel free to do so. We have a great deal of writing talent, which deserves our guidance.
- VII. *Notices from Station WNYE*: You are receiving two announcements of radio programs from our own radio station which are of interest to high-school students. An FM radio set is available from Miss Doris Reid in the Main Office. Those who have been able to fit in these programs have found them useful. I particularly recommend them to our core and XG classes, but all classes may profit.
- VIII. *Sheet of Instructions for Class Procedure and Compositions*: You are receiving a sheet of instructions which may be placed on the board or dictated to your students. Although they may have received them as first-term students, it will not hurt to repeat these instructions. If you care to have one set for yourselves, I think the rexograph can be used. We do not have enough paper to give one to each student.
- IX. *Radio and Television Evaluation Form*: This excellent form, devised by our colleague, Mr. Maggio, merits your attention. If you are starting a radio and TV project and wish to have a set for your classes, we can supply one set to a teacher.
- X. *Movie of the Month*: There will soon be placed on one of the doors of your rear book closets a bulletin board with the heading *Movie of the Month*. Each month you will receive a study guide for some outstanding current movie. The one for this month is *Giant*. We are proud to have two members of the committee preparing these guides in our Department, Miss Gloria Saracco and Joseph Maggio. Occasionally, I trust that you will refer to these guides and to the principles of motion picture appreciation generally.
- XI. *New Recording Available*: For those of you who are studying *Macbeth*, we have obtained a new long-playing recording of *Macbeth*, through the good offices of Mrs. Fechheimer. There are recordings also for several other Shakespearean plays. You know the procedure for ordering the victrola or the tape recorder in advance. Simply fill out a request a few days in advance and it will be reserved for you.

- XII. *New Remedial Reading Materials*: For your XG classes we have just acquired a brand new apparatus for reading improvement called *The Reading Laboratory*. I have asked Mrs. Cagan to assume charge of these materials in Room 205. This is a new concept in reading improvement and merits your interest.
- XIII. *Room Decorations*: I am happy to note that even so early in the term there are attractive room decorations in Rooms 209, 205, 210, and 212. Do not delay too long in filling your newly acquired Bulletin Boards with fresh materials. You will find your students more than willing to bring in materials from *Life*, *National Geographic*, and the Sunday supplements. Book jackets may be obtained from Mr. Coburn, the librarian.
- XIV. *Illustrations*: We have many illustrations that will enrich your teaching of many of our classics especially Shakespeare, the *Odyssey*, and *A Tale of Two Cities*.
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3. *The Special Routine Bulletin*

Although certain routines appear regularly term after term in the course of the teacher's school career, it is not fair for the supervisor to expect all of his staff to remember all the numerous items of a certain procedure. Rather than be subject to a barrage of questions from many teachers who have not remembered many petty details of a certain procedure and to insure uniformity of departmental policy, he may issue short, specific, on-the-spot bulletins of instruction, like the two included below.

The first deals with instructions on the preparation of the uniform mid-term examinations in which all teachers of the department participate. The second deals with instructions in filling out the official New York State Regents Examination booklets, which all senior English teachers must have filled out by the students who are taking this examination. Since errors in supplying this information may invalidate the examination, lead to the rejection of the paper by the State Education Department, and failure to obtain an academic diploma, it is obvious that these directions must be clearly stated in a bulletin and strict compliance insisted upon. By making such instructions clear and spot-checking the papers when they are returned to the department office in preparation for the examination, many unnecessary worries can be eliminated.

Other examples of the *Special Routine Bulletin* are: announcements of directions for certain contests (such as the New York State Chamber of Commerce Contest); instructions for sending for, distributing, and collecting books; instructions for obtaining departmental supplies; and similar items.

JAMAICA HIGH SCHOOL

English and Speech Departments, JOSEPH MERSAND, *Chairman*

MID-TERM UNIFORM EXAMINATIONS

1. The Uniform mid-term examinations will be held on November 19, 20, 21, except for students in grades 1-3 who will be taking the Iowa Tests during these days.

2. Teachers of English 1, 2, 3 in all varieties will give their own mid-terms in two or three periods of their own class time.
3. The Uniform mid-terms will be one hour and twenty minutes in length with the exception of "G" classes which will have one hour.
4. Question papers, seen and approved by all members of each examination committee, should be in my office no later than Friday, October 26.
5. The following will act as committees to compose the exams: The first names are those of chairmen of the committees.

TERM

4. Mrs. Carlucci, Mrs. Schulkind
5. Mrs. Joseph, Mrs. Huber, Mr. Blechman
6. Mrs. Rhodes, Mrs. Farrell
7. Mrs. Barmack, Mrs. Lazerson
8. Mrs. Fechheimer, Mrs. Young, Miss Linzmeyer

INSTRUCTIONS (For English exams only)

1. This term we shall experiment with a form that was devised by Mrs. Fechheimer and which has been found acceptable by several colleagues. Eventually, we shall perfect a form that will have the maximum of validity for our students and yet will not take too much time to correct.
2. The first page of each exam will contain a reading question, which Mr. Maggio and Mr. Silver will select and prepare for you. This will count 10 points.
3. Question II will be on spelling and will count 10 points.
4. Question III will be a vocabulary question counting 5 points.
5. Question IV will be on correct usage, multiple choice, and will count 10 points.
6. Question V is on sentence structure in which students will indicate the correct choice of two sentences and will count 5 points.
7. Question VI is devoted to the communication arts and library skills and will count 10 points. This will be multiple choice.
8. Question VII is a composition of 200 words counting 30 credits.
- 8 a. A 20-point literature question is to be given in each class.
9. Only about one half of each term's work should be tested.

SOME PRECAUTIONARY ADVICE

1. Before the chairman of each exam committee submits the exam to me, have each member of the committee read the entire exam and initial the exam as a whole. In other words, each member may be asked to prepare only a portion of an exam, but she is to see and approve of the entire paper.
 2. Do not place exams in letter-boxes of committee members for their inspection; or send them by students. Give them in person. We lost an exam last term this way and had to prepare a second one.
 3. Be sure that the credit for each question is properly indicated and that your total is 100, including 20 for a literature question which each teacher will give in class.
 4. Some time before the Uniform mid-term, go over with each class how to answer the questions. This will make it more convenient for correction.
 5. Exams for "G" classes should be based on the work actually done in class.
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JAMAICA HIGH SCHOOL—LOUIS A. SCHUKER, *Principal*

ENGLISH AND SPEECH DEPARTMENTS—JOSEPH MERSAND, *Chairman*

May 20, 1957

SUBJECT: FILLING OUT REGENTS BOOKLETS AND REGENTS ENVELOPES

To: All Teachers of English 8

1. You are receiving herewith your Regents papers and your Regents envelopes for your English 8 Regents classes.
2. Please have your students fill out their names and home rooms on the Regents envelopes in alternate columns. They will fill their names in again when they take the Regents.
3. I have given each of you a *sample* Regents booklet to be used to guide your students in filling out the booklets. Please observe the following:
 - a. If students have been in other senior high schools than Jamaica High School, they should indicate that information under the item "school."
 - b. If they have spent their 9th year in a junior high school, they should indicate the name of that junior high school (or number) under the item "school."
 - c. If they have taken a term or several terms of English in summer school, indicate the summer school which they have attended under the item "school." The number of weeks for a summer-school term is eight.
 - d. Remind them that on the last page they are to write ENGLISH FOUR YEARS in the blank after "I, now at the close of the examination in"
 - e. If they have a home telephone, they are to write that on the bottom of the last side to the left.
4. For any absentees, fill in as much information as you can on the envelope as well as on the Regents paper. Later, if you have returned these to me, send the absentee to me to fill in any missing details.
5. Arrange the Regents papers in the order in which the names appear on the outside of the Regents envelopes. Check to be certain that for every name on the envelope there is a Regents paper.
6. The CONFLICT ROOM is Room 207. Do not place any papers of students with conflicts in these envelopes. Send them to me separately, and they will be placed in a separate envelope, to be signed separately.
7. DATE DUE: Please let me have the signed envelopes and the filled-in papers by Friday, May 24, at the latest. Make all checks before you send them to me. If there are any questions which you cannot answer, send the students to me directly, any period except 2 and 6.

Thank you,
JOSEPH MERSAND, *Chairman*

4. The Instructional Bulletin

Occasionally, a bulletin is issued that deals with instructional procedures. Examples are given below for (a) using Audio-Visual Aids in

English, (b) using the Tape Recorder, and (c) the Assignment. It is true that teachers who are interested can search the textbooks for such information themselves. However, it is apparent that one of the responsibilities of the supervisor is to aim for maximum efficiency of *all* of his teachers. It is assumed that any instructional bulletin that he will issue will not be merely *a* way of doing things, but *the best* way—based on his wider reading and more extensive experience. Also by acquainting his staff with his own philosophy and recommended practices, he avoids any misunderstanding of his intentions. Since one of his responsibilities as a supervisor is to visit the classes of his teachers to observe and improve instruction, he can avoid many arguments and useless conferences if he can present to his teachers the best instructional procedures beforehand and expect them to follow these procedures after a reasonable lapse of time. If they are not practicable in the classroom, at least there will be specific written-out procedures which can be evaluated jointly by teacher and supervisor.

JAMAICA HIGH SCHOOL—ENGLISH DEPARTMENT

JOSEPH MERSAND, *Chairman*

INSTRUCTIONAL BULLETIN

SERIES 1956; Number 1

USING AUDIO-VISUAL AIDS IN ENGLISH

I. *Teacher Preparation*

It would not occur to the alert English teacher to present a work of literature to the class unless he had read it and prepared himself thoroughly to teach it. Likewise, before offering any audio-visual materials, he must acquaint himself not only with their contents, but also with the best methods of offering them for maximum learning.

This means, in other words, that before utilizing any audio-visual aids, the teacher must preview them, whether they be sound films, filmstrips, recordings, or radio transcriptions. Producers' study guides and catalogs may have some value. One educational film producer has published brief descriptions of each film on 3 x 5 index cards. Useful as the printed information may be, it cannot excuse the teacher from having a firsthand acquaintance with the teaching aid.

There are, of course, various ways of previewing. The quickest, and least efficient, is a hurried running through of the film or recording and taking some mental or written notes and considering the preview stage over. It is far better to come to the film determined to get everything possible out of it as an instructional aid. This means taking notes during the preview, listing the main points—either sequentially or with regard to their relative importance—and jotting down difficult words that may need explanation, areas of correlation and integration, and other pertinent information that will enhance the learning situation. Whatever is related to the subject should be noted. Above all, the English teacher should keep in mind the justification for taking

up the pupil's time with the aid rather than with another type of lesson. Keeping in mind the objectives of the particular topic, unit, or course, the teacher should ask how this audio-visual aid can contribute. Will it do any of the following (or several of them): (1) Introduce a new topic or a new unit? (2) Enrich a unit being studied and broaden the students' understanding? (3) Review and emphasize certain points? (4) Summarize important points? (5) Develop skills (spelling, use of dictionary, use of library)? (6) Enhance appreciations? (7) Develop desirable attitudes and increase understanding? (8) Stimulate critical thinking?

II. *Class Preparation*

It is obvious that students will get more out of an audio-visual aid when they are adequately prepared for it. The amount of preparation will depend upon the background and experiences of the students. Difficult words that would obstruct comprehension might be explained. Continuity with previous learnings should be established. The purposes of experiencing this audio-visual situation should be clarified. Some questions might be raised which can be answered by the film or recording. Students might be placed in the right mood for any emotional or aesthetic experience.

III. *Presentation*

The most desirable situation prevails when the audio-visual aid is presented without any interruption. This means that all precautions have been taken so that the 16mm film does not snap at the climax of the drama. Timing the audio-visual lesson is important. Ordinarily one sound film, if it is fairly long, might be shown during the period. There should be adequate time for pre-showing discussion and post-showing activities. Sometimes a short film or recording may be presented a second time to emphasize some important points. Other audio-visual materials may be on hand to enrich the lesson.

IV. *Follow-up Activities*

Every stimulus has its response and every audio-visual presentation will be followed by a variety of responses. These may range from the "Oh's" and "Ah's" of emotionally satisfied participants to truly significant intellectual and creative reactions. Much of this response will vary with the nature of the class (background, educational experience), the manner in which the class has been prepared, and the ingenuity and the preparation of the teacher. Furthermore, the follow-up activities will depend upon the objectives for which the audio-visual aid was used. If the purpose was to review and summarize, then questions on the facts presented would be in order. If the purpose was to enhance appreciation, then questions concerning the nature or the degree of appreciation, the depth of insights afforded, and the widening of one's horizons would be offered.

Generalizations, aesthetic evaluations, personal criticisms are natural outcomes of such lessons. Frequently, students will have read the original book from which the film or recording had been made (*David Copperfield*, *The Yearling*, *The Informer*) and will discuss the variations in art form. They may have visited the places described in the films or recordings, and can offer firsthand evidence. Above all, they are reacting creatively to an educational or artistic experience, and it is the duty of the instructor so to guide and channelize those reactions that not only will the student grow in the power of thinking and expressing himself, but also all of his classmates will grow correspondingly.

V. Some of the Variations in Procedure for Certain Visual Aids

A. *The Filmstrip*—The filmstrip by its nature lends itself to some modifications of the procedure already described. Each frame may be stopped indefinitely and the teacher may extract every possible educational nugget from it. Also, there may be immediate student questioning rather than a postponement toward the end of the lesson. Frames may be "recalled" for the purpose of review or emphasis. Students may participate more if they are asked to prepare on certain frames.

The filmstrip can concentrate on a smaller aspect of a topic, but it loses the cumulative effect on the dynamism of the motion picture. Some research is available on the greater retentivity of factual information presented by the filmstrips than by the motion picture. For emotional impact, there is no doubt that the artistic motion picture is far superior, but, for instructional value, the filmstrip is a giant of visual education. The National Council of Teachers of English (NCTE) offers excellent filmstrips.

B. Recordings

Recordings of poetry, thanks to the NCTE and other professional organizations, have long been available. There have also been excerpts from entire Shakespearean plays, and, in the case of the Mercury Theatre productions, entire plays. Recently, such plays as Barrie's *Peter Pan*, Ibsen's *Hedda Gabler*, Miller's *Death of a Salesman*, and Menotti's *The Consul* have been made available. Albums of prose classics such as *Treasure Island*, *Rip Van Winkle*, *Moby Dick*, *The Count of Monte Cristo*, *The Three Musketeers*, *Robin Hood* have been available for years. Summaries of *David Copperfield*, *A Tale of Two Cities*, *Silas Marner*, and *A Christmas Carol* are in the official Board of Education catalog of many school systems. The methodology suggested for audio-visual instruction generally will be applicable for recordings.

C. Tape Recordings

The tape recorder is rapidly becoming an important instrument for instruction in many subjects, and particularly in English. Among the more common uses are:

1. In group discussion to record and to play back the various arguments for purposes of evaluation and comprehension.
2. In speech-clinic and in speech-improvement classes.
3. In presenting an overview of a literary work studied (e.g. recent productions of *The Yearling*, *A Tale of Two Cities*, *The Old Lady Shows Her Medals*, *The Champion*).
4. To compare various art forms of the same subject (e.g. *The Monkey's Paw* as written in short story form and as recorded).
5. To record the culmination of some activity (e.g. an original play and adaptation).
6. To start a discussion in the class (e.g. an excerpt from the Town Hall program).

D. Models

Models of Elizabethan and other historical stages have long been used in English instruction in connection with the drama. However, there are many more opportunities to enrich instruction by these concrete materials. For example, in some schools there are permanent collections of dolls dressed in native costumes of various historical periods, that will serve to illustrate scenes in the literature studied. The Museum of

the City of New York and other local museums have interesting model collections which should be utilized.

E. *The Opaque Projector*

Where an opaque projector is available, it may be used to show to the entire class an almost endless variety of materials that are available. Pictures of various historical periods; pictures of authors; scenes from plays, past and present; students' compositions; students' illustrations—all are suitable for the opaque projector. The teacher is enabled to spend as much time upon any one scene as is necessary, and can enlist student response without delay by utilizing a great variety of visual materials.

SELECTED BIBLIOGRAPHY OF BOOKS AVAILABLE IN THE ENGLISH OFFICE

1. Edgar Dale, *Audio-Visual Methods in Teaching* (The Dryden Press, 1946)
2. H. C. McKown and Alvin Roberts, *Audio-Visual Aids to Instruction* (McGraw-Hill, 1949)
3. J. S. Kinder, *Audio-Visual Materials and Techniques* (American Book, 1950)
4. A. C. Chandler and Irene Cypher, *Audio-Visual Techniques* (Noble and Noble, 1948)
5. K. E. Wheeling and J. A. Wilson, *Audio-Visual Materials for Junior and Senior High School Reading* (The H. W. Wilson Company, 1941)
6. Max J. Hertzberg, *Radio and English Teaching* (N. C. T. E., 1941)
7. E. J. McGrath, *Communication in General Education* (Brown Company, 1949)
8. G. A. Miller, *Language and Communication* (McGraw-Hill, 1951)

5. *The Information Bulletin*

Occasionally, new materials are made available or old materials are organized in more effective ways. The teachers can be informed of these materials through bulletins. Thus, a series of bulletins were issued to my staff about the resources available to them in the department office. These consisted of the following items, all collected in a manila folder:

1. List of recordings
2. List of tape recordings
3. List of articles clipped from *National Geographic* and bound individually
4. List of *Public Affairs Pamphlets*
5. List of *Headline Booklets*
6. List of *Life Adjustment Booklets*
7. List of scripts of *Cavalcade of America Programs*
8. List of methods books in English
9. List of literary biographies
10. List of materials on reading

The example given below lists a special series of ballad recordings, which has the additional virtue of being prepared by a teacher, rather than the chairman.

JAMAICA HIGH SCHOOL—DEPARTMENT OF ENGLISH

JOSEPH MERSAND, *Chairman*

ENGLISH DEPARTMENT BULLETIN

Series 1956: Number 1

Resource Materials: RECORDINGS

<i>Selection</i>	<i>Author</i>	<i>Read by</i>	<i>Album—Vol.—Side</i>
Abou Ben Adhem	Leigh Hunt	Basil Rathbone	<i>Masterpieces</i> , III, 3
Abraham Lincoln Walks at Midnight	Vachel Lindsay	Walter Huston	<i>Abraham Lincoln</i> , 2
Absalom and Achitophel	Dryden	Frank Silvera	<i>Hearing Poetry</i> , II, 1
Adonais (Selections)	Shelley	Hurd Hatfield	<i>Hearing Poetry</i> , II, 2
America	Sidney Lanier	Basil Rathbone	<i>Masterpieces</i> , III, 12
Ancient Mariner, The (Part 2)	Coleridge	Frank Silvera	<i>Hearing Poetry</i> , II, 2
Arrow and the Song, The	Longfellow	Basil Rathbone	<i>Masterpieces</i> , III, 4
American Comes Home, An		Faye Emerson	<i>15th Lest We Forget</i>
Arrow in the Air		Victor Jory	<i>15th Lest We Forget</i>
Bait, The	John Donne	Hurd Hatfield	<i>Hearing Poetry</i> , I, 2
Ballad of the Long-legged Bait	Dylan Thomas	Dylan Thomas	<i>Dylan Thomas</i> , I
Basket-Makers Song, the	Dekker	Jo Van Fleet	<i>Hearing Poetry</i> , II, 1
Blow That Whistle		Everett Sloan	<i>Lest We Forget</i> , B, 2
Boots	Rudyard Kipling	Norman Corwin	<i>Masterpieces</i> , I, 1
Boot and Saddle	Robert Browning	Norman Corwin	<i>Masterpieces</i> , I, 2
Break, Break, Break	Alfred Tennyson	Norman Corwin	<i>Masterpieces</i> , I, 2
The Bridge Builder		Fredric March	<i>Lest We Forget</i> , B, 3
Ceremony After a Fire Raid	Dylan Thomas	Dylan Thomas	<i>Dylan Thomas</i> , I
A Child's Christmas in Wales	D. Thomas	Dylan Thomas	<i>Dylan Thomas</i> , I
Crossing the Bar	Lord Tennyson	Norman Corwin	<i>Masterpieces</i> , I, 8

Cyrano De Bergerac	Edmund Rostand	Jose Ferrer	<i>Hearing Poetry</i> , I, 2
Collar, The	Herbert	Frank Silvera	<i>Lest We Forget</i> , B, 10
Carolina Kid, The		Canada Lee	<i>13th Lest We Forget</i>
Case of Alice Pardee		Edward R. Murrell	<i>Lest We Forget</i> , B, 8
Chain Reaction		Jackson Beck	
Don Juan	Lord Byron	Frank Silvera	<i>Hearing Poetry</i> , XII
Death Be Not Proud	Donne	Frank Silvera	<i>Hearing Poetry</i> , I, 2
Deserted	Madison Cawein	Norman Corwin	<i>Masterpieces</i> , I, 7
Do Not Go Gentle into That Good Night	Dylan Thomas	Dylan Thomas	<i>Dylan Thomas</i> , I
Dover Beach	Matthew Arnold	Norman Corwin	<i>Masterpieces</i> , I
Encouragements to a Lover	Suckling	Norman Corwin	<i>Masterpieces</i> , I
Essay on Criticism (Selection)	Pope	Frank Silvera	<i>Hearing Poetry</i> , II, 1
Elephant in the Streets		Quentin Reynolds	<i>13th Lest We Forget</i>
Face to Face		Helen Hayes	<i>Lest We Forget-Series B</i>
The Facts of Life		Erna Stone	<i>13th Lest We Forget-Prog. 1</i>
Fern Hill	Dylan Thomas	Dylan Thomas	<i>Dylan Thomas</i> , Vol. I
The Fog	Carl Sandburg	Norman Corwin	<i>Masterpieces</i> , Vol. I
Franklin D. Roosevelt		Melvyn Douglas	<i>Lest We Forget, Series</i>
Fresh Spring	Spenser	Jo Van Fleet	<i>Hearing Poetry</i> , Vol. I, 1
Go, Lovely Rose	Edmund Waller	Basil Rathbone	<i>Masterpieces</i> , III
The Gettysburg Address	Lincoln	Orson Welles	<i>Abraham Lincoln</i> , Side 2
God's World	Edna St. Vincent	Basil Rathbone	<i>Masterpieces</i> , Vol. III-1
Hate	James Stephens	Basil Rathbone	<i>Masterpieces</i> , III, 9, 8 sides
Henry V (Selections)	Shakespeare	Lawrence Olivier	

<i>Selection</i>	<i>Author</i>	<i>Read by</i>	<i>Album—Vol.—Side</i>
In Memoriam (Selections)	Alfred Tennyson	Basil Rathbone	Masterpieces, II, 8
In Memoriam F.A.S.	Robert L. Stevenson	Basil Rathbone	Masterpieces, II, Album, II,
Hamlet (Selections)	Shakespeare	Maurice Evans	6 sides
Hey Cabbie		Sam Levine	Series B, Pro., 6
In the White Giants Drish	Dylan Thomas	Dylan Thomas	Dylan Thomas, Vol., I
In Time of the Breaking of Nations	Thomas Hardy	Hardy Norman	Corwin Mast., I
In Flander Fields	John McCrae	Norman Corwin	Mast., I
Invictus	William E. Henley	Basil Rathbone	Mast., III Side, II
Julius Caesar (Highlights from Movie)		Brando, Gielgud, Calhern	Etc. 2 Side
Julius Caesar Act III	Otis and Cornelia	Otis Skinner	
Kubla Khan	Samuel Taylor Coleridge	Norman Corwin	Mast. I
The Lark	Lizette Woodward Rose	Norman Corwin	Mast., I
Lincoln, The Dreamer	Carl Sandburg	Carl Sandburg	Abraham Lincoln, I
Lincoln, The Man of the People	Edwin Markham	Walter Huston	Abraham Lincoln, I
Lincoln	Carl Sandburg	Carl Sandburg	Abraham Lincoln, I
Lost	Carl Sandburg	Norman Corwin	Mast. Vol. I
Lovelist of Trees	A. E. Housman	Basil Rathbone	Mast. Vol. III
Lycidas	John Milton	Hatfield	Hearing Poetry, Vol. I
Liberty Inn	Cornel Wilde		13th Let We Forget
The Late Massacre in Piedmont	John Milton	Basil Rathbone	Mast. Vol. III
A Midsummer Night's Dream Act II, Scene I		Jo Van Fleet	Side I
The Man with the Hoe	Edwin Markham	Frank Silvera	Hearing Poetry, I
My Own, My Native Land	Sir Walter Scott	Norman Corwin	Master, Vol. I
		Basil Rathbone	Master, Vol. I

My Last Duchess	Robert Browning	Frank Silvers	<i>Hearing Poetry</i> , VI, II side 2
Macbeth	Shakespeare	Welles, Bainter, etc.	18 sides
Macbeth (selections)	Shakespeare	Maurice Evans, Judith Anderson	10 sides
The Man Without a Country	Hale	Crosby and Lovejoy	4 sides
The Man in the Plane		Richard Widmark	<i>Lest We Forget</i>
Nancy Hanks	Rosemary Benet	Agnes Moorehead	<i>Abraham Lincoln</i> , 2
November Night	A. Crapsey	Norman Corwin	<i>Appreciation of Poetry</i>
O, Captain, My Captain	Whitman	Walter Huston	<i>Abraham Lincoln</i> , 2
Ode on a Grecian Urn	John Keats	Hurd Hatfield	<i>Hearing Poetry</i> , II, 2
Ode on a Grecian Urn	John Keats	Basil Rathbone	<i>Masterpieces</i> , III, 2
Ode to the West Wind	Percy Shelley	Basil Rathbone	<i>Masterpieces</i> , 7
The Old Woman of the Roads	Colum	Basil Rathbone	<i>Masterpieces</i> , III
On His Blindness	Milton	Norman Corwin	<i>Masterpieces</i> , I
On Looking into Chapman's	Homer Keats	Basil Rathbone	<i>Masterpieces</i> , 5
Ozymandias	Shelley	Norman Corwin	<i>Masterpieces</i>
Occupation-Housewife	Landi	Landi (reader)	<i>Lest We Forget</i>
The Old One-Two	Landi	Ronnie Liss	<i>Lest We Forget</i>
One Small Voice		Paul Lukas	<i>Lest We Forget</i>
One of Us		Berry Kroeger	<i>Lest We Forget</i>
The Passionate Shepherd to His Love	Marlowe	Basil Rathbone	<i>Masterpieces of Lit.</i> , II
The Prelude	W. Wordsworth	Hurd Hatfield	<i>Hearing Poetry</i> , II, 2
Prospect	Robert Browning	Basil Rathbone	<i>Masterpieces</i> , II, 9
A Party for the Doctor		Ralph Bellamy	<i>Lest We Forget</i>
Party for Gino		Martha Scott	13th <i>Lest We Forget</i>
The Railway Train	Emily Dickinson	Norman Corwin	<i>Masterpieces</i> , I, 7
A Red Red Rose	Robert Browning	Norman Corwin	<i>Masterpieces</i> , I, 2

<i>Selection</i>	<i>Author</i>	<i>Read by</i>	<i>Album—Vol.—Side</i>
The Runaway	Robert Frost	Norman Corwin	Masterpieces, I, 5
Romeo and Juliet	Shakespeare	C. O. Skinner	Scenes from Shakespeare
Romeo and Juliet	Shakespeare	Gielgud, Harvey, Shentall	Scenes from the cinema
The Santa Fe Trail	Vachel Lindsay	Norman Corwin	Masterpieces, I, 5
Say Not the Struggle	A. H. Clough	Basil Rathbone	Masterpieces, II, 11
Naught Availeth			
Sea-Fever	John Masefield	Norman Corwin	Masterpieces, I, 1
She Walks in Beauty	Byron	Norman Corwin	Masterpieces, I, 9
Sheriff Mat Blake		Ralph Bellamy	Lest We Forget
Silver	Walter de la Mare	Norman Corwin	Masterpieces, I, 5
Song of the Chattahoochee	Lanier	Norman Corwin	Masterpieces, I, 4
Songs of Innocence and Experience	Blake	Jo Van Fleet and Frank Silvera	Hearing Poetry, II
Sonnet	Rupert Brooke	Basil Rathbone	Masterpieces, II
Sonnet XLIII	Elizabeth Barrett	Basil Rathbone	Masterpieces, II
Sonnet XXIX	Shakespeare	Hurd Hatfield	Masterpieces, III, 4
Sonnet XXX	Shakespeare	C. O. Skinner	Hearing Poetry, I, 1
Scenes from Shakespeare's Plays			
Sky View		Arnold Moss	13th Lest We Forget
Second Inaugural Address	Lincoln	Orson Welles	Abraham Lincoln, 2
Story of Al Smith, The	Holmes	Donald Cook	Lest We Forget, 6
Story of Brandeis, The		Sam Jaffe	Lest We Forget, 4
Story of Franklin Delane Roosevelt, The		Melvyn Douglas	Lest We Forget, 13
Story of Franz Boas, The		Niel Hamilton	Lest We Forget, 9
Story of George W. Morris, The		Everett Sloane	Lest We Forget, 7
Story of George Washington, The		Canada Lee	Lest We Forget, 5
Story of Jane Addams, The		Wendy Barrie	Lest We Forget, 3
Story of Joseph Goldberger, The		Myran McCormick	Lest We Forget, 2
Story of Joseph Pulitzer, The		Ralph Morgan	Lest We Forget, 8
Story of Samuel Gompers, The		Jay Jostyn	Lest We Forget, 10

Story of Wendell Wilkie, The	Ralph Hodgson	Quentin Reynolds	<i>Lest We Forget, 1</i>
Stupidity Street		Basil Rathbone	<i>Masterpieces, II, 10</i>
Sweet Music		Walter Hampden	<i>Lest We Forget, 7</i>
These Small Things		Macdonald Carey	<i>13th Lest We Forget</i>
The Tiger	William Blake	Norman Corwin	<i>Masterpieces, I, E5-8</i>
To Altheca, from Prison	Richard Lovelace	Norman Corwin	<i>Masterpieces, I, E5-11</i>
To the Virgins, To Make Much of Time	Robert Herrick	Basil Rathbone	<i>Masterpieces, III, 6</i>
Tragical History of Dr. Faustus	Marlowe	Frank Silvera	<i>Masterpieces, I, 1</i>
Travel	Edna St. Vincent Millay	Basil Rathbone	<i>Masterpieces, III, 5</i>
Tyrannic Love	Dryden	Jo Van Fleet	<i>Hearing Poetry, II, 1</i>
Taming of the Shrew, The		Otis and Cornelia Skinner	<i>Scenes from Shakespeare's plays</i>
To a Waterfowl	W. C. Bryant	Basil Rathbone	<i>Masterpieces, III, 8</i>
Vagabond, The		Basil Rathbone	<i>Masterpieces, III, 1</i>
Volpone, III, 8	Stevenson Jonson	Silver, Van Fleet, and Hatfield	<i>Hearing Poetry, I, 2</i>
I Wandered Lonely as a Cloud	Wordsworth	Jo Van Fleet	<i>Hearing Poetry, II, 2</i>
Waste Places, The	James Stephens	Basil Rathbone	<i>Masterpieces, III</i>
Way of the World, IV, 1	Congreve	Van Fleet and Hatfield	<i>Hearing Poetry, II, 1</i>
Wet Sheet, A & a Flowing Sea	Allan Cunningham	Norman Corwin	<i>Masterpieces, I, 5</i>
O What a Rogue and Peasant Slave Am I	Shakespeare	Hurd Hatfield	<i>Masterpieces, I, 1</i>
When I Heard the Learn'd Astronomer	Whitman	Norman Corwin	<i>Masterpieces, I, 11</i>
Who Speaks for San Marino		Tyrone Power	<i>13th Lest We Forget</i>
World Is Too Much with Us		Basil Rathbone	<i>Masterpieces, III, 5</i>
With Malice Toward All	Wordsworth	Staats Cotsworth	<i>13th Lest We Forget, 8</i>

Prepared, June 1956, by JOSEPH MAGGIO

6. *Bulletins Prepared by Teachers*

The alert supervisor is always receptive to any exceptional material produced by members of his staff and eager to bring such material to the attention to all members of the staff. Such a practice has the double value of building staff morale by giving credit where credit is due and enriching the instruction of the entire department by ideas from all the members who do anything exceptional. The two examples given below represent a form for evaluating a radio and television report by one of our staff members, Joseph Maggio, and a form for contracts devised by Milton Silver. The teachers who produce these materials, as well as those who utilize them, find such interchange conducive to professional growth. The chairman acts as a catalyzing agent in the process.

JAMAICA HIGH SCHOOL—LOUIS A. SCHUKER, *Principal*
 ENGLISH DEPARTMENT—JOSEPH MERSAND, *Chairman*
 REPORT OF A TELEVISION OR RADIO SHOW

Name English Class Date

1. Name of the program:
2. Television Radio (Check one) 3. Station or channel
4. Day or hour 5. Daily show Weekly (Check one)
6. Type of program (movie, play, serial, lecture, conversation, speech, poetry reading)
7. Title of the movie, lecture, play, etc.
8. Remarks about any of the information above:
9. Summary of the program (75-100 words):
10. Main idea or theme of the program (if any):
11. Estimate of the program (entertainment, educational value, acting, plot, etc.)
12. Special assignment for this report (to be answered on the other side):

(Form prepared by Mr. J. Maggio)

7. *Larger Bulletins*

The first two weeks of the term are rather hectic in the average large metropolitan high school. To avoid loss of instructional time due to program changes, to enable teachers to get to know their students as soon as possible, and to have some stability of instruction amidst the harassing opening days of the term, the system of *Uniform Lessons* has long been

C O N T R A C T S (Possible Activities)

I. *Creative Art Tasks*

Related art work—constructions, models, 3D displays, masks, dolls or puppets, stagecraft, portraits, pictures, maps, scrapbooks, *etc.*

II. *Creative Literature*

Related writing—accounts, conversations, dairy excerpts, sequels, story revisions, stories, poems, travelogues, letters, descriptions, dialogues and plays, "who's who" articles, editorials, news items and commentaries, *etc.*

III. *Book Reports*

Related reading—study of author, style, characterization, plot, setting, theme, *etc.*

IV. *Research Projects*

Reference to at least one or two books—history, politics, science, industry, society, art and music, linguistics or philology, literature, biography, criticism, *etc.*

V. *Vocabulary Study*

Crossword puzzles, dictionaries, *etc.*

VI. *Discussion Questions*

Quiz program questions

Thought questions—character, purposes, contrasts, reasons, important points, examples, explanations, proofs, anecdotes, reactions, *etc.*

VII. *Oral English*

Dramatizations, forums, panels, symposiums, debates, *etc.*

NAME

E.R.

SUBJECT

M. SILVER

used in my department. This consists of a ten-page mimeographed brochure, giving detailed lesson plans for each day of the first two weeks of the term. All sections in each grade study the same topic (with plenty of provision for individual differences) each day. Thus any student who is changed from one section to another because of program exigencies suffers no loss of instruction. The lessons written out in detailed form are listed below, which is the top page of the set of *Uniform Lessons*. Here, too, teacher participation is secured in periodic revisions of the lessons, based on actual classroom experience.

JAMAICA HIGH SCHOOL—LOUIS A. SCHUKER, *Principal*
ENGLISH DEPARTMENT—JOSEPH MERSAND, *Chairman*

UNIFORM LESSONS—SEPTEMBER, 1957

To the Members of the English Department:

I would appreciate it very much if you would continue the custom of having uniform lessons at the beginning of the term because I feel that the reasons for the practice are valid. Some of these are:

1. The insurance against loss of instruction because of the changes of programs of pupils and teachers, and also because of the frequent inability to obtain substitutes for suddenly created vacancies in the first days of the term.
2. The possibilities for department-wide routinization of essential functions such as diagnostic and achievement testing in the various aspects of English instruction.
3. The simplification of the preparatory work to be done by the teacher in the early days of the term when so much time must be devoted to activities other than instruction in subject matter.

While there may be restraint of freedom in following a set of uniform lessons, there is still considerable leeway in the presentation of these lessons, especially at the different grade levels. It should be remembered that what may seem to be repetitious to the teacher after five classes is really new to the pupil who has but one class of English each day.

I wish to express my sincere thanks to Mrs. Barmack, Mrs. Carlucci, Mrs. Fechheimer, Mrs. Lazerson, Mrs. Rhodes, and Mrs. Young for making suggestions for this new set of lessons. Mr. Blechman and Mr. Silver assisted in preparing the final copy.

Cordially,

JOSEPH MERSAND, *Chairman*

CALENDAR

First Week

Activity

<i>Day</i>	<i>Date</i>	
1. Wednesday,	September 11	Registration of pupils in subject cards
2. Thursday,	September 12	Oral English work
3. Friday,	September 13	Technical errors

Second Week

4. Monday,	September 16	Organization of notebooks—spelling
5. Tuesday,	September 17	Writing first composition in class
6. Wednesday,	September 18	Instructions for supplementary reading
7. Thursday,	September 19	Radio and television appreciation
8. Friday,	September 20	Vocabulary study

Third Week

9. Monday,	September 23	Correction of first composition
10. Tuesday,	September 24	First lesson in literature

SUMMARY

The seven types of bulletins described above have all been utilized over the past fifteen years, and have convinced the writer that they have made the tasks of the supervisor lighter and his effectiveness perhaps greater. They have helped to clarify his own thinking and have led to greater mutual understanding. Teachers have welcomed them and contributed to them. They have shortened the gap between supervisor and staff.

Meeting Individual Differences Among Secondary School Students

B. EVERARD BLANCHARD

THE literature in education abounds with examples of scheduling pupil time in the secondary school. Administratively speaking, scheduling is a tedious and time-consuming process and, after it is all completed in readiness for the school year, there is still no definite guarantee that John Doe who has been assigned to the tenth-grade level subject matter will be able to work at a level commensurate with tenth-grade learning situations.

Not infrequently, a whole administrative reorganization and point of view need restructuring of goals if the students are to gain desirable behavior patterns as supposedly existing in the school environment. Regarding the element of scheduling, Hagman¹ points out: Factors which need to be considered include teachers, their proficiencies and desires; rooms, sizes, special natures, number, and adaptability; students, their numbers according to standing in school, programs followed, student needs and desires; lunch-period arrangements and other fixed-time activities affecting the general program; curriculum phases requiring special rooms, extended periods, and other mandatory provisions; and the coordination of different activities in multipurpose rooms.

Billet cites some sixteen bases which have been utilized for grouping pupils in secondary schools; namely,²

1. Group intelligence-test score or mental age
2. Intelligence quotients from a group mental test
3. Average scholarship marks in all subjects combined
4. Average scholarship marks in this or related subjects
5. Educational or achievement-test age or score
6. Educational or achievement quotient
7. Teacher's rating of pupil's academic ability or intelligence
8. Average of several teachers' ratings of pupil's academic ability or intelligence
9. Individual intelligence-test score or mental age
10. Intelligence quotient from individual test
11. Health

¹Hagman, Harlan L. *The Administration of American Public Schools*. New York: McGraw-Hill Book Company, Inc. 1951. P. 233.

²Billet, Roy O., *Provisions for Individual Differences in Marking and Promotion*, p. 18, *National Survey of Secondary Education Monograph No. 13* (U. S. Office of Education Bulletin No. 17, 1932).

B. Everard Blanchard is Assistant Principal of the Lisle Community High School in Lisle, Illinois.

12. Industry, application, or effort
13. Social maturity
14. Physical maturity
15. Type of home environment
16. Score from a prognostic test

The three most frequently used are (1) the intelligence quotient from a group mental test, (2) average scholarship in all subjects combined, and (3) industry, application, or effort.³

Wherever ability grouping is carried on, whether it is the assignment of students to a biology or an English class, the teacher within each class generally takes this group and sections them into what might be termed "slow," "average," and "fast" groups. These teachers claim that such a procedure affords better opportunities to teach and to secure greater assimilation of subject matter by the pupils concerned.

According to reliable research studies, it has been found that ability grouping does seem to favor slow groups, but is of questionable value for average or fast groups. Experimental evidence thus far appears to lack a precisional status that would afford a true evaluation of the present practices as sponsored in secondary schools; however, if understandings, attitudes, appreciations, methods of teaching and curricula are really adjusted to students, the results attained would seem to be more justifiable to those advocates of ability grouping.

Within each academic class in secondary schools today, we find pupils who are not prepared to do the work of the grade to which they have been assigned. We may even discern several levels of reading ability within the same class; this same inference might easily refer to the social studies, the natural and physical sciences, language arts, *etc.* If this is true, a teacher sectioning her class on the basis of slow, average, and fast groups would have to prepare assignments on three different levels if she desired to teach three distinctly differentiated groups.

Since reading is a primary requisite in all academic pursuits, let us assume that in a particular class—namely, general science, a tenth-grade required course—we have found that the reading ability of the pupils varies from the eighth through the twelfth-grade abilities. It stands to reason that the students with only an eighth-grade reading ability will undoubtedly encounter some difficulty in attempting to meet the required objectives of the course; hence, the teacher may section these pupils to a slow group. On the other hand, a student with a twelfth-grade reading ability may progress very favorably in his work; therefore, he is classified as a member of the fast group taking on extra work with ease.

In lieu of following the pattern as suggested above, suppose for example, we initiate an entirely different approach to the problem. Rather than have pupils assigned to the ninth through the twelfth grade

³*Ibid.*, p. 106.

on the basis of having completed satisfactorily the courses on each grade level, a typical pupil might be assigned courses on the basis of his needs, interests, and capabilities. For example, two pupil cases might illustrate our premise:

<i>PUPIL A⁴</i>		<i>PUPIL B⁴</i>	
8th grade	.....Reading	8th grade	.....Science
8th grade	.....English	9th grade	.....History
9th grade	.....General Science	10th grade	.....English
9th grade	.....Physical Education	10th grade	.....Geometry
10th grade	.....Biology	10th grade	.....Physical Education
11th grade	.....History		

In analyzing the above two students, we may note that Pupil A may be rated as superior, average, and slow in subject matter; that is, in some cases he is doing work below the tenth-grade level and in other instances he is accomplishing work which might be rated as superior to the tenth-grade level. Glancing at Pupil B reveals that he seems to be a bit more consistent in attaining tenth-grade level requirements than his partner Pupil A. The fact remains, however, that, if a pupil is assigned to grade ten and cannot do the work of that grade level, rather than have a tenth-grade instructor engage in what is often called "remedial" work on the eighth- or the eleventh-grade level for which he or she may not be professionally prepared, would not the regular teacher of grade eight and grade eleven be more proper? Stating it another way, Pupil A appears to have some special abilities in the social studies; hence, instead of assigning such a student to a tenth-grade level social studies class, why couldn't he be studying such classwork under the guidance and supervision of the eleventh-grade teacher?

To attempt to teach pupils—administratively assigned to the same grade level—to acquire critical thinking and understanding and to hope subsequently, to encourage the development of normal attitudes and desirable social and emotional patterns of behavior, when a wide range of abilities are self-evident, is a tremendous task for the average teacher. If we subscribe to the principle of taking the pupil wherever he may be, academically speaking, and guiding him in the direction where society thinks he ought to go and where he can experience life as a meaningful and purposeful episode, would it be too far-fetched to presume that possibly the practice of assigning pupils to *one* grade level only has perhaps outlived its usefulness?

⁴Both pupils have been theoretically assigned to grade 10.

Mathematical Profiles

A. S. HOUSEHOLDER

SEVERAL years ago an *ad hoc* committee of the Division of Mathematics of the National Research Council made a survey of training and research in applied mathematics in the United States. One of the recommendations of this committee, made as a result of the survey, was that the Division establish a standing Committee on Applications of Mathematics with the following functions: (a) To facilitate cooperation among organizations concerned with various aspects of mathematics in applied settings; (b) To call attention to the emergence of new areas in which significant applications of mathematics may be possible; (c) To serve as a focus for the continuing scrutiny of problems concerned with training and research in mathematics as related to its applications; and (d) To take whatever steps are deemed appropriate to enhance the effectiveness of mathematics in its applications.

Accordingly, in October 1954, the Chairman of the Division appointed a committee of eight members, with Dean Mina S. Rees of Hunter College as chairman. Dean Rees continued as chairman until the summer of 1956, at which time she asked to be relieved of the chairmanship. The present writer was appointed in her place. In accordance with the usual policy of the Council, members are regularly appointed for terms of three years with two or three replacements each year.

The Committee met, soon after it was formed, to determine a course of action. For reasons that hardly need elaboration here, its attention quickly centered on problems of training. Its major concern has been with the growing demands for mathematicians in government and industry, and the insufficient numbers of students being prepared to meet these demands. This problem, it seemed, must be attacked at the high-school level, and Dean Rees proposed a project which is now well under way and will perhaps be of interest to others.

While doubtless many factors contribute to repelling even superior students from courses in mathematics, one of the important factors is lack of information about the careers that are open to mathematicians, and a scant and often distorted conception of mathematicians and their activities. The Committee felt that a good contribution toward making mathematics interesting might be by attempting to make mathematicians interesting. It seemed that this could be done best by presenting sketches, or profiles in the *New Yorker* sense, of real, live mathematicians.

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Since the profiles are to be designed for high-school students, it seemed clear that the mathematicians profiled should not be too old, should be interesting and outstanding, and engaged in interesting work. Further, there should be women as well as men. Since many high-school students are apt to consider a doctor's degree quite unattainable, many if not most should be at the bachelor's or master's level academically. And since the object is to make it known that nonacademic opportunities exist, most of the persons should be in nonacademic employment.

It is hoped that eventually these profiles will be assembled and printed in a little brochure, to be made available at no cost to high-school students, as well as their teachers and counselors. With this in mind, funds were requested from the National Science Foundation to finance the necessary interviews, writing, printing, and distribution. At present, funds have been made available for interviewing and writing, and it is to be hoped that the funds for distribution will be forthcoming when needed.

As can be imagined, the task of selecting the profiles was not a simple one, and the Committee does not claim to have made the best possible choices. It was thought that eight or ten profiles would be sufficiently representative, and that a larger number might repel the prospective reader. But to ameliorate the difficulties somewhat, twenty names were chosen. Those profiles to be published in the brochure will be selected from among the twenty that will actually be prepared. For selecting these twenty, letters were sent to a number of governmental and industrial employers of mathematicians, requesting nominations with a brief sketch of the background, interests, and achievements of each nominee. Responses to these letters, together with some nominations by members of the Committee, yielded a list of about fifty, and the Committee voted on these.

As plans were being formulated, it came to the attention of the Committee that the National Council of Teachers of Mathematics had requested the National Science Foundation for funds for preparing and distributing a brochure setting forth the cultural values of mathematics and the mathematical requirements of various occupations. After some discussion between the two groups, it was agreed to join forces and to include the statement of requirements in the same brochure with the profiles.

The interviewing and writing are now under way, and are being done by a professional writer engaged for the purpose by the National Research Council. While funds for printing and distribution are not yet assured, it is to be hoped that they can be had, or that some other means of publication can be found. The present article is written to inform others interested in these problems of one specific endeavor that is being made to improve the future level of applied mathematics. Moreover, the present chairman of the Committee on Applications of Mathematics will welcome any suggestions for future projects, and doubtless the same will hold for his successors.

A Social Studies Class Sells a School Bond Issue*

THE problem which faced our school district was of momentous import as far as education was concerned. Because of errors by the board of education and the site engineers and of the rising costs of living since the first bond issue was passed, there were not sufficient funds to finish and furnish the new, centralized Junior-Senior Fox Lane High School. When a second bond issue was proposed to make up the deficit, the opposing forces in town organized themselves to give the issue a walloping two to one defeat. It was five months later, in December, that our Social Studies 12 class, having just completed an immensely successful project concerning Propaganda, heard rumors that a third bond issue referendum would be brought up to the voters. We decided to investigate the topic.

It is imperative to digress a moment in order to describe our class and its mechanics. We are different from most senior social studies classes in that we are entirely self-run and motivated. We elect our own Chairman for every topic, thus giving each of the nine members of the group an opportunity to exercise his or her leadership and coordinating abilities. While the faculty adviser sits in the back of the room and helps to guide us, it is entirely in our hands as to what, how, when, and where we decide to conduct our investigations. There are no tests or other mandatory motivations; it is entirely up to the individual as to the quantity and quality of work he produces. Unfortunately, according to school regulations, we must be graded and that too is done in a singular manner. Each student is marked not in comparison to the work done by the rest of the class, but in comparison to a level of work which he has set up in previous years or, in the case of new students, previous marking periods.

In December the class decided to take up the third Fox Lane Bond issue at its next project. Our objectives were: (1) to inform ourselves of the facts concerning this issue, *pro* and *con*, and to take a stand on the matter; (2) to inform the student bodies of Central District 2 of our conclusions; (3) to try to influence the vote of the citizens of our com-

*This is a report prepared by the Senior Social Studies Class of Bedford Hills High School, Bedford Hills, New York, Douglas D. Pleasanton, Principal. The class completed a study pertaining to the bond issue for the new Fox Lane High School in the area. Upon completion of a thorough study of the issue, it conducted a Vote Campaign in the entire school district. All eligible voters were urged to exercise their privilege of voting. Fortunately, enough voters did vote in favor of the Bond Issue, and it was approved three to one.

munity; and (4) to establish a precedent and to motivate more extensive student participation in civic affairs.

By the day set for our decision, we had informed ourselves of the various aspects of the issue. We bought the pertinent back issues of our town paper in order to have an accurate chronology of the bond issues, the editorials, and the opinions of the people as expressed in letters to the editor. Speeches to the class or the committees of it were given by the future principal of the school (*pro*-bond issue), the publisher of the towns' newspapers (*con*), the lawyer for the board of education (*pro*), and the chief architect of the new school (*neutral*). A committee was also appointed to interview, at random, members of the community concerning their past and present views on the bond issues and to compile a report from these interviews.

From this material the class decided unanimously to support a new bond issue, but it was divided in respect to the amount of money that should be requested. Of the three amounts suggested by the board of education at that time, a narrow majority favored the largest amount while the rest of the class favored the intermediate amount. After this matter was determined, formal sessions of the class were recessed for two weeks for Christmas vacation.

Upon returning in early January, we plunged into the second phase of our project. We informed the students in our school district. We were aided in our attempt to reach the student body by a front-page coverage of our activities in *Pencil Points*, Bedford Hills High School's newspaper. On January 13, in the first student-run assembly in Bedford Hills High School and later on February 20 at the other high school in our district, Mount Kisco High School, we presented a forty-minute report. In this report, we discussed the work of our class, the history of centralization in our school district since 1945, the attitude toward and the effect of education in this community, the supposedly high cost of construction, and, finally, the differences of opinion concerning the three amounts of money suggested by the board of education.

In our effort to influence the vote on the bond issue, we tried to find out as best we could what the three groups of adults (*pro*, *con*, or *indifferent*) were going to do in relation to the bond issue; we worked whenever possible with *pro*-groups; and we spread our own "propaganda" in those fields which were not fully covered by these adult groups. The first part was easily accomplished by collecting newspapers, telephoning important local officials weekly, and attending, wherever possible, all public meetings concerning the forthcoming vote.

In carrying out the second part of our program, we held meetings with the Citizens Advisory Committee (which recommended a figure which was finally accepted by the board, but which was slightly higher than the board's intermediate amount), with the board of education, and with

interested individuals. Our activities were at first limited to presenting our report or a summary of it to any civic group that was willing to listen. We reached many hundreds of people through our talks to PTA's, Lions' clubs, and, indirectly, through the coverage of these talks by the local press.

The most extensive and far-reaching of our objectives was undertaken by the class with a severe handicap in that we possessed no funds. It was not until we had collected \$60 in contributions from interested citizens and money from a dance we sponsored in school that we could proceed with several of our ideas. Then, throughout the school district, we literally "plastered" the area with 8" x 10" posters, urging the people to go to the polls and vote *yes*. During the week preceding the election, we placed little posters on the windshields of every parked car, reiterating the message of our larger posters. It was hoped that in this way every eligible voter would be reminded, at least once, of the forthcoming election.

The result of our work on our last objective (motivating student participation in local events) is difficult to assess. Our attempts to make the student body more cognizant of local affairs were made through articles in our school newspaper and lengthy explanations in an assembly, in which, according to all, our reports met with approval. There was at least one contribution that our class made towards this end. When we were raising money for our project, we asked for an appropriation from the board of education. They refused our request but, in recognition of our work, they set up a fund of \$200 per year for the use of school groups. It is hoped that with this allocation future groups will be able to take up local problems on a larger scope and with more efficiency.

On the day of the voting we all waited fearfully for the votes to be cast and tallied. Finally, in the evening the announcement was released that the referendum had been passed. Although there was a three-to-one approval for the construction of the high school, it was disheartening to learn that only 1,300 (approximately one fourth of the towns' eligible citizens) had exercised their voting right. It is, unfortunately, in conditions such as this that the greatest good for the greatest number does not always happen.

The question arises as to what we as a group and as individuals learned or gained from this three-month project. The answer is far from being simple. It entails the satisfaction of having done something worth while and of having secured a better understanding of the principles of working together through this experiment as a self-governing class, and of having helped to provide a sound educational system for the community—one to which we will be proud to return for the education of our own heirs. As time passes we may forget and may be forgotten, but the lessons which we have learned in basic democracy will not be forgotten.

What About Elvis?

BURTON W. GORMAN

TO WHAT extent shall the school demand uniformity of costume, dress, or grooming? When are we on solid ground and when are we straining at a gnat? Would you exclude George Washington from your school if he should seek enrollment tomorrow morning? Or Thomas Jefferson? Suppose Abraham Lincoln presented himself for enrollment? Was his haircut vulgar? A haircut may be a symbol of behavior, or it may not be. How can you be sure? What is an unconventional haircut? Who is to decide? Are some extreme types of the flat-top unconventional? Have school principals or teachers taken courses in coiffure?

Some teachers now living can remember another post-war era when many schools and school faculties were shaken by the bobbed hair issue. Some school boards refused to employ female teachers with bobbed hair. However, it was not long before most of the female teachers and the female board members, for that matter, were wearing bobbed hair. Here a change in social custom prevailed. Society has decided that bobbed hair is practical, sanitary, convenient, and properly managed—attractive.

In the years during World War II, teenage girls in defense factory towns across the nation came to school wearing slacks. Some school principals, school teachers, and even school boards got excited about this, although they had not become excited when the mothers of these same girls started wearing slacks to the war plants in these same cities. Some courageous and right-thinking principals said, "We must not make school rules regarding dress." Some others said, "We have a right to insist upon a girl coming to school dressed as a girl." What determines the dress of a girl? Do school principals decide? Or even home economics teachers? Isn't it social custom which determines these matters? In this instance the problem proved itself to be in the nature of a passing fad which initially had some justification in practical safety. There was no change in social custom. The problem solved itself. More recently, of course, we've had the Bermuda shorts, particularly on college campuses, but they have not threatened to become the general vogue. Should this happen, there would be nothing to do except to go along.

At one time or another in school circles chignons or "rats" (large hair pads), bustles, bare legs, split skirts, and other unusual personal adornment or the lack of it have caused school leaders without perspective to beat their breasts futilely at wailing walls which eventually fall down, but

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not because of their beating. What can and should schools do about the dress and grooming of their students? Are we to conclude that schools have no responsibility in the matter? Not at all. In this, as in all other matters that tend to make for better living, for making men more human and humane, the school has definite and far-reaching responsibilities. The point to be remembered is that society's diseases cannot be cured by making rules against the symptoms.

School faculties can and should take action designed to forestall wildness or ridiculousness in dress and behavior before it appears. Three rather specific suggestions are listed here. Faculties faced with such problems will wish to expand these principles and possibly to add others.

(1) Orientation instruction should give careful attention to grooming and dress. In a four-year high school, for example, such instruction will come early in the ninth grade. In a junior high school it will probably be placed in the seventh. The unit will cover not only school-day dress and grooming, but also party dress, dance dress, which dances demand corsages, and other matters which may help to give the youngsters assurance. Proper uses of special costumes, as a part of the show or pageant, will be discussed in such orientation periods and reinforced in English classes studying drama. An example is seen in the garb of the band's majorette. The school which has regularly met its general instruction responsibilities in this area will rarely need to give special instruction to the individual student as an offender of good taste. The question will have been answered before it arises. We must work on the theory that most young people want to be right.

(2) The school program should recognize the individual student's craving for distinction. It is a too-often submerged human characteristic. A good case could be made for the premise that students are too concerned with conformity, that there is too little interest in individuality. Most of the world's great leaders have been, in one way or another, non-conformists. There is considerable reason to believe that the strength of our great nation has sprung in part from its diversity. McCarthyism, appropriately but reluctantly, seems to have died outside the school. School leaders should be on guard to make certain that they are not unconsciously aiding or abetting such distorted principles inside the school. As Harold Benjamin suggests in his 1949 Inglis Lecture, the school should give greater attention to the "cultivation of idiosyncrasy." It might be the sign of a healthy outlook to find the school sponsoring some type of non-conformist club, a club whose members are encouraged to cultivate their wholesome differences or distinctions, for which they are finally much more likely to be prized and loved by their fellowmen than for their similarities.

It is God's angry men who have reformed and bettered the face of the earth. It is they who have discovered and mended the holes in the

status quo. It is they whose achievements lengthen the history texts. It is they whose collective biographies have become the textbooks in science. In short, it is they whose lives and letters and ideas have become the curriculum of the school. True discernment between honest, productive rebellion and a feigned, superficial mutiny, which takes odd outward forms and which becomes a shield against inward lacks, calls for great wisdom and the ensuing course of action calls for even greater wisdom. In the former case, we need only give the student more rope and moderate encouragement. In the latter case, if it is severe enough, we may need the help of psychiatry.

(3) A thirst for attention which tends to take on outward manifestations that are ridiculous is a symptom of the failure of past environment, including the school itself. The pupil must be observed closely from the day he first enters school. If he exhibits unusual craving for attention, he must have special and individual care. The school must see to it that such a pupil gains a sense of belonging. His ego must be legitimately satisfied and wholesomely developed. The pupil who cannot attain legitimate note will take it out in illegitimate notoriety.

Don't go out on a limb to give anyone a haircut! Center your fire on teaching responsibilities, not on inspection routines! Keep busy in a positive pursuit of one of the school's generally recognized assignments! Toughen such goals when and where you will! Don't be diverted from those tasks by a contortionist crooner! Thus the school and the teaching profession gain respect.

FREE REPRINTS FOR TEACHER USE

During the 1957-58 school year The Curtis Publishing Company will continue the service of offering free classroom quantities of specially selected articles reprinted from its magazines for use by teachers and students.

As in the past, a panel of educational consultants will select the articles to be reprinted for schools this year. Selections are based on the article's high potential as a classroom learning aid, including such factors as comprehension and vocabulary development values, curriculum fit, and appeal for high-school students.

Once a month a new article will be reprinted. A principal can receive five examination copies for teachers and one library copy. If the principal thinks the reprint might be useful in his school, they may be routed to those department heads or teachers concerned with the subject matter. The teacher's letter attached to each sample reprint carries a routing box for each new reprint, as recommended by the educators who evaluated it. If you are not included on the Company's mailing list, send a request to Howard W. Kavanaugh, Manager, Educational Bureau, The Curtis Publishing Company, Independence Square, Philadelphia 5, Pennsylvania.

The Book Column

Professional Books

ARMSTRONG, W. E., and T. M. STINNETT. *A Manual on Certification Requirements for School Personnel in the United States*, fourth edition. Washington 6, D. C. National Commission on Teacher Education and Professional Standards of the NEA, 1201 Sixteenth Street, N.W. 1957. 240 pp. (8" x 10 1/4") \$2, paperbound. This is the fourth edition of the *Manual*, which is published biennially, reporting on current trends and practices in the certification of school personnel of the 48 states and territorial jurisdictions of the United States. The basic purposes of the *Manuals* are to bring together in one volume up-to-date information regarding the certification requirements for all school personnel of the states and territories, as well as a description of certification procedures and policies; to provide a list of all colleges and universities approved by the respective state legal authorities for the education of teachers, together with a listing of the preparation programs for which each is approved and the types of accreditation held by each, and to provide a description of the discernible trends in certification practices and procedures among the states.

The 1957 *Manual* has extended materially over previous editions the detailed descriptions of certification requirements, policies, and trends. Every effort has been made to have this volume reflect the complete requirements. Much new material has been added. For example, for the first time, the 1957 *Manual* contains the basic and minimum requirements for all academic and special teaching fields and subjects. Also, the descriptions of the requirements for each certificate issued by the respective states has been made more readable by abandoning the code for course titles, which was used in previous editions to save space. In this edition all course titles are listed in full.

BAIRD, A. C., and F. H. KNOWER. *General Speech—An Introduction*. New York 36: McGraw-Hill Book Company, Inc. 1957. 395 pp. This second edition of *General Speech* incorporates important changes which are the result of the authors' continued teaching and experience and the suggestions of speech colleagues. The text has been revised and new projects have been added which will increase the practical value of the book.

This text, like its predecessor, is designed to serve as an introduction to college speech. As an introduction, and also as a text for the student who will take only the introductory course, it is focused on speech for general education. As in the first edition, emphasis is placed upon those objectives in speech education which are most functional in the everyday living of college students. Therefore, stressed are the fundamentals of speech which bear most directly on these objectives: the speaker's personality, attitudes, and audience adjustment; voice; articulation and pronunciation; physical activity; ideas; languages; and speech organization.

Although, as in the first edition, the projects provide more exercises in speech making than in any other speech activity, they are designed also to promote the student's general speech development. The requirements of success-

ful speech making, such as social skills, purposefulness, ability to organize ideas, and effective style, voice, and articulation, are important also to many other speaking activities. This is a text not in public speaking but in speech.

Like the original book, the new edition offers the student help in understanding his needs. The authors' assumption is that the student needs both practice in the application of speech principles and a thorough understanding of the standards and techniques involved in effective performance. They believe, therefore, that passing attention to a few simple rules or tricks will not result in genuine accomplishment in speech. Obviously great speakers are not produced in the few short months of a speech course. If, however, the student acquires some insight into the problems and processes involved in effective speech and sees the road he must travel to develop skill, he is likely to continue his improvement long after leaving the speech classroom. Even classroom practice will produce better results if it stems from a systematic and realistic study of speech processes.

BLAUSTEIN, A. P., and C. C. FERGUSON, JR. *Desegregation and the Law: The Meaning and Effect of the School Segregation Cases*. New Brunswick, New Jersey: Rutgers University Press. 1957. 347 pp. \$5. Racial segregation has long been a national problem. It is acutely a topic of public discussion at the present moment because of the Supreme Court's two momentous decrees in the case of *Brown v. Board of Education*: one in May 1954 outlawing segregation in the public schools and the second, a year later, spelling out the implementation of the first. Since then newspapers have been filled with accounts of the steps taken by various communities to comply with, to delay, and even to resist with violence the law as the United States Supreme Court has declared it to be.

The problems of desegregation touch the life of every American citizen in a hundred different ways. The response to it involves political, moral, and social attitudes. But regardless of individual personal feelings about racial segregation, there is no discounting the fact that the Supreme Court has spoken and that the basic law has been determined. Whatever may be done in the future to advance or to delay the course of integration must be done within the legal framework of *Brown v. Board of Education*.

This is not a book which emphasizes the philosophy or the sociology of discrimination in America. It is a book written for the layman, explaining the law which controls the desegregation problem. It traces the legal history and background of the issues of discrimination, the way those issues came before the United States Supreme Court in the 1950's and how the Supreme Court reached its decisions. It analyzes the other cases which have led to a fuller understanding of *Brown v. Board of Education* and its significance to the American people.

BOYDEN, E. D., and R. G. BURTON. *Staging Successful Tournaments*. New York 7: Association Press, 271 Broadway, 1957. 171 pp. \$4.75. This manual is written to give authoritative directions for the selecting, planning, and conducting of tournaments in all sports. It serves as a helpful and dependable guide for the volunteer leader as well as an accurate source book for the professional director of sports and recreation. Schools of physical education will include it in their reference libraries and students in teacher training colleges will use it as a text.

A scientific presentation is made of the draw sheets for double elimination tournaments, displayed in detail to provide for three to forty teams. Previous

texts have given a sample for an eight or a sixteen team tournament with the casual comment that the same plan is carried out for events that attract more or fewer teams.

The authors of this book have gone into the merits of different kinds of tournaments and give hints on how to select the most appropriate type for particular purposes. They help answer such questions as: what tournaments are best for a Sunday School picnic; how can interest be sustained in a summer camp; how can a college intramural director serve informal or formal student competitive needs in handball, basketball, touch football, table tennis, volleyball, squash rackets, tennis, horseshoes, baseball, golf, bowling, softball, or other sports; what is the basis for selecting the best type of national championship competitive plan and how can the plan be standardized?

BRADFIELD, J. M., and H. S. MOREDOCK. *Measurement and Evaluation in Education*. New York 11: The Macmillan Company. 1957. 526 pp. \$5.50. The concern of this book is what teachers, principals, supervisors, and other educational specialists need to know and do if they are to deal efficiently with measurement and evaluation. Among such items of essential knowledge and performance are thought to be the following:

1. The basic concepts of measurement and evaluation that underlie valid practice
2. The technical terminology involved
3. Phenomena that may deserve measurement and their measurable dimensions
4. The nature of measurement symbols; the many procedures of measurement useful in the schools; and certain statistical ideas and operations important for proper interpretation and use of test results
5. Standards appropriate to the evaluation of pupil achievement and efficient ways of reporting evaluations to pupils and parents
6. How all these things apply to a teacher's specialization as to subject, grade, function, etc.

The treatment of these matters is based on a given rationale of measurement and evaluation and is intentionally developmental and analytic in character. Passages and chapters are interrelated and interdependent. Definitions and principles developed in one chapter are applied in subsequent ones. The first section deals with basic concepts, terminology, and the general features of dimensions, symbols, procedures, statistics, standards, marking, and reporting. In the second section these concepts are applied to school subjects, to intelligence, and to character and personality variables. Consequently, the authors recommended that each of the chapters in Section I be studied carefully and in order, in advance of any reading in Section II. It is essential that the Overviews be read for both sections. They explain the basic rationale of the sections and the nature and interrelationship of chapters.

Because the text is an introductory and general one, the treatment is limited largely to things of instructional significance. Such matters of administrative importance as teacher rating, curriculum evaluation, school plant appraisal, and community surveys are omitted. Moreover, the construction of standardized tests, the administration of individual intelligence tests, projective techniques for personality measurement, and other very special psychometric procedures are discussed only with a view to general understanding and not to practice.

There are several exercises in each chapter designed to help in applying the principles and procedures discussed. The bibliography at the end of each chapter indicates the readings that have contributed to the ideas and techniques presented in the chapter, including specific references. The bibliography is not meant to be a list of suggested readings. Where additional reading seems advisable, appropriate titles are indicated in the text.

Footnotes are used for technical explanations, for suggested additional reading, for certain citations with no general relationship to educational measurement or evaluation, and for passages that may interest only a few readers.

The appendix contains an extensive glossary of terms that have technical significance either in this text or in measurement and evaluation generally. While the authors have tried to define any unusual term the first time it is mentioned, and very important terms repeatedly, the reader may wish to consult the glossary from time to time. Also in the appendix are sample report cards and an annotated bibliography of published tests in all areas. The bibliography should be helpful in selecting tests for study and for use.

The appendix is concluded by two statistical tables. The table of normal curve area- z score relationships will be helpful in interpreting the confidence limits of various measurements. The other table compares graphically the several types of norm scores used in standardized tests.

CUMMINGS, H. H., editor. *Science and the Social Studies*. Washington 6, D. C.: The National Council for the Social Studies, 1201 Sixteenth Street, N. W. 1957. 285 pp. \$4, paperbound; \$5, clothbound. This yearbook of the National Council for the Social Studies discusses what the discoveries and inventions of this technological age mean to the social studies teacher and his students. It was written by thirteen scientists and social science educators. The study states that teaching science by isolated references to the great inventions is not enough today. The impact of science demands continuing and serious attention. Social studies is expected to teach students how to live with existing institutions and prevailing ideals. But science has changed the "fact-base" in which society exists, the study states. Peace is now "a stark necessity" and modern industry "could hardly be conceived in the absence of the wheel, the lever, mathematics . . ." These facts make the study of scientific impact "virtually mandatory if we are to fulfill the professed aims of the social studies."

A major part of the study is a report of how science has changed agriculture, medicine, and other fields, and what atomic energy holds for the future. The final chapters discuss the teaching in view of these new developments. Together science and social studies "inform, create attitudes, and develop the ability to tackle and solve new problems." Any fusion of the two, therefore, must measure up to these objectives and present problems whose answers make a difference to the learners, the study states.

The study does not set up a fixed pattern for science integration into social studies. But it does condemn "random sampling" of science and calls for science matter sensible to the age level. For example, soap-making is all right for grade-school pupils, but the chemistry of it is too complicated to be significant. Television and its social impact falls well within the area of study for any high-school modern problems class, the study states. Automation is another science-based subject which counts in students' daily lives and should not be ignored in the schools. "Effective teaching in this area will develop new

interests among more students, many of whom for the first time will find real meaning in the subject matter of the social studies," one contributor comments.

Unfortunately, textbooks to date have made little of the impact of science. "It is not uncommon," one educator writes, "to wrap up the whole subject of industrialization in a chapter or two (of a history text), and thenceforth to ignore it except for an occasional remark, until the revolutionary age of nuclear energy opens." Social studies teachers are not expected to be scientists. But they must have an understanding of the so-called scientific method and a knowledge of facts, principles, and generalizations drawn from the subject matters of science, the study states.

DEXTER, GENEVIE. *Teachers Guide to Physical Education for Girls in High School*. Sacramento: California State Department of Education. 1957. 341 pp. (8½" x 11"). Physical education is an important aspect of the high-school curriculum because through participation in its many activities boys and girls are helped to acquire skills, attitudes, and knowledge that are required for living today. In meeting the objectives of physical education, boys and girls are helped (1) to understand and accept their physical attributes, limitations, and ways of moving; (2) to develop and maintain the highest possible levels of fitness; (3) to develop acceptable social patterns; and (4) to acquire skills essential to successful participation in activities suitable for leisure.

In helping students to attain these objectives, teachers need (1) to be familiar with a wide range of activities so that they can select from these activities the ones that can be used in each situation to the best advantage; (2) to adapt instructional methods to individual needs; (3) to keep informed of each student's progress and achievement; and (4) to make revisions in the program as new needs are revealed or improvements are possible. This book is designed especially for high-school teachers of physical education. It also is suitable for use as a college textbook in courses designed to prepare teachers of physical education. This book contains information that will be useful for parents and others interested in girls' activities during the high-school years.

In this guide an attempt has been made to present a well-rounded physical education program for girls. Where particular emphasis has been given to a phase, such emphasis has been given simply because the particular phase has not been adequately treated in other literature of the field. The material in this guide should have great value to teachers and others who are interested in developing, maintaining, and continuously improving the program of physical education offered for girls.

Elementary Teachers Guide to Free Curriculum Materials, fourteenth edition. Randolph, Wisconsin: Educators Progress Service. 1957. 335 pp. (8½" x 10½") \$5.50. This volume replaces all preceding editions. Limiting the content of the *Guide* to about 1,200 titles, and using less than fifty per cent of the available acceptable listings, together combine to make the materials listed in this edition most highly selective. Every title has been rechecked for availability, nature and content of listing, distribution conditions, and educational value. This edition lists 1,258 items, of which 550, or 43.7 per cent are new. All new titles are starred. Many titles have been deleted. Materials are available from 515 sources, of which 147 are new this year. The units have been set up in a separate booklet for convenient reference.

This *Guide* is a complete, up-to-date, annotated schedule of selected free maps, bulletins, pamphlets, exhibits, charts, and books. It brings compiled information on this vast array of worth-while free educational materials for immediate use, all at finger tips, within the covers of a single book. This fourteenth annual edition is a professional cyclopedic service on free learning aids. Educators from coast to coast suggest many stimulating experiences and creative activities in the use of selected free materials. Dr. John Guy Fowlkes writes another article, "The Start of the Finish." The unit writers offer new and timely teaching suggestions.

A special section entitled "Teacher Reference and Professional Growth Materials" (52 pages) contains aids for the teacher in guiding and directing the doing and thinking of the boys and girls in today's classroom. This is more than a useful tool to schools. It is a valuable stimulus to the acquisition of curriculum laboratory-library materials, timely as well as up-to-date. Moreover, it offers a challenge to all educators to keep the curriculum in close contact with contemporary life.

GALLAGHER, J. R. *Understanding Your Son's Adolescence*. Boston 6: Little, Brown & Company. 1957. 222 pp. \$3.75. The author reassures the teacher who expends a year's supply of patience in a day and the parent who is in despair about his son, that wide variations in behavior and growth are not abnormal. "There is no average boy," he writes. "It cannot be too frequently reiterated that there is no such animal as the average boy . . . There is a tremendous normal variation among boys."

The boy who grows too fast, the boy who matures slowly, the boy who has no sense of responsibility and the boy who is backward in his studies, the model boy who suddenly becomes a stranger in the house, the boy who is aimless and the boy who has no discipline, the boys always daydreaming and the boy only interested in athletics, the fat boy and the skinny boy, the gregarious boy and the anti-social boy—all are discussed simply, clearly, and most helpfully by the author. The book explains such problems as: how to develop a sense of responsibility in a growing boy; how to take care of his health; what to look out for and what not to worry about; how to cope with emotional insecurity and sex. It answers such questions as: Do You understand your boy? What makes your boy shy? Why does your son fail in school? Why don't boys confide in their fathers?

GARBER, L. O., editor. *Law and the School Business Manager*. Danville, Illinois: The Interstate Printers and Publishers. 1957. 331 pp. \$5.50. Underlining all of the various functions of the school business manager is the law. He is a public official or employee and his many acts have legal implications. It is because of this that this book was written, and it is because of this that business managers should be interested in it. In the first place, as has already been stated, practically everything a business manager does has legal implications. He need not be a lawyer, but he should know enough about basic law so that he can talk intelligently to the school attorney, counselor, or solicitor when necessary.

In the second place, the one in charge of the school business function is quite often the secretary of the board, also. Acting in this capacity, it is imperative that he be thoroughly acquainted with the legal aspects of school board procedures. He should understand the legal implications of the school board's minutes and records. He should have an understanding of the law as it relates

to such things as voting, parliamentary procedures, the significance of the forms required for various types of notices, contracts, and other legal papers, as well as board resolutions, taxation, borrowing, indebtedness, insurance, and bonds. Above all he should know what constitutes a legal meeting and what procedures a board must follow in order to take action that will be considered legal in case it is contested.

In this book these and other problems of a similar nature are discussed by specialists. The main purpose of the book is to delineate or point out some of the most important legal pitfalls that can trap the unwary in the field of school business administration, and, by suggesting legal principles, to guide the school business manager in making sound decisions concerning problems that arise.

KANDEL, I. L. *American Education in the Twentieth Century*. Cambridge 38: Harvard University Press. 1957. 259 pp. \$5. The author presents the general state of American education at mid-century and discusses its characteristic features—the part played by the public in its development; local independence and its relation to state and Federal governments; and administrative organization and supervision. Chapters on the education of the child and of the adolescent stress the social, psychological, and philosophical factors which have influenced the development of existing systems, and the problems created by increasing enrollments and national demands. The teaching profession, including the place of liberal and professional education in the preparation of teachers, is thoroughly discussed, and the final chapter, "Education: The Nation's Unfinished Business," presents a summary of the problems that must be met in the future.

LANGDON, GRACE, and I. W. STOUT. *Helping Parents Understand Their Child's School*. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1957. 526 pp. One of the most encouraging signs on the educational scene today is the awakening interest of American parents in the schools their children attend. Countless parents are eager to learn more about the curriculum, methods of teaching, the school's physical plant, and, above all, the progress their youngsters are making toward becoming educated people and good citizens.

Here is a handbook that helps teachers anticipate the questions as well as give clear, practical answers to what parents say they want to know about their children's schools. Based on personal interviews with 865 families representing all strata of society and with children in kindergarten through grade twelve, it answers the questions most frequently voiced by these parents: What is my child learning? How well does he understand and retain the subject matter? Does he get along well with other pupils? Is he making satisfactory progress? These queries reflect the universal desire of American parents to know what is being taught, how it is being taught, and why.

Accordingly, the authors have addressed this book to those whose responsibility it is to discuss these matters with parents. In plain language, they take up the matters that parents want to know about and show teachers how to discuss them with parents.

The book shows how the teacher, in her own way, can explain how children learn, the place of the three "R's," phonics, vocational education, physical training, and extracurricular activities in the child's school life. Matters of discipline and methods of teaching are lucidly treated; the purpose of homework, the factors that govern methods of grading, reporting, and promotion are

clarified so that each teacher can interpret these items in terms of her own school and pupils. Finally, the authors discuss the services and facilities which make up the over-all school environment and conclude with a commentary on teacher-pupil-parent relationships that portrays the entire subject in perspective. The book not only helps teachers know *how* to talk with parents, but also encourages them to do so, gives confidence for such contact, and shows how rewarding it can be.

LINDER, I. H. *Problems and Practices of Secondary School Administration*, revised. 1957. 127 pp. Palo Alto, California: The author, Box 450, 25 Churchhill Avenue. This edition is the seventh revision of a syllabus developed over a period of ten years while teaching summer school and extra-hour courses at Stanford University and at Colorado State College. It began as an effort to bring theory and practice together which is admittedly both difficult and presumptuous. The weaknesses of courses in administration grow naturally out of the ease with which administrative problems may be taken out of their setting and discussed on a theoretical plane uninfluenced by "the ache of the actual" with which the practice of administration is surrounded. Theory and practice need not be antagonistic, and each loses something of its force when divorced from the other. The assumptions often ignored in theory are scarcely more open to criticism than the lack of clarity of purpose in much of our administrative practice.

It is difficult to organize material which has meaning for the beginner without its appearing to the administrator of experience to be an elaboration of the obvious. This accounts for the very elementary considerations included along with the more involved problems. The defense of the critical tone at certain points is that administrators in training need to face the stubborn realities with which the practice of administration is usually beset. Promoting a too-optimistic view of the administrator's work is no adequate preparation for success in a public service that is, at best, very difficult. The book is divided in six sections—Functions and Qualifications of the Administrator, General Aspects of Internal Administration, Staff Selection and Staff Working Relations, The Program of Studies and Guidance, The Improvement of Instruction, and Other Problems: A Supplemental Resource List.

McCOLVIN, L. R. *Public Library Services for Children*. New York 36: UNESCO Publications Center, 152 West 42nd Street. 1957. 103 pp. \$1.50. More and more, the public library concept is being recognized by society as a vital educational force and a powerful resource for community development. This attitude is making itself felt in particular in those countries that have recently attained their independence and in those nations in which a library system is in the early stages of development.

In response to an increasing number of demands from librarians during the past few years, UNESCO commissioned the author, a prominent British librarian, to produce a book describing the development of library services for children. In it, he attempts to give practical guidance and encouragement to librarians, teachers, and officials throughout the world who are concerned with this aspect of library operations. Before taking up the technical side of the problem, he lists what he considers the underlying principles of such an endeavor: services for children must be free; children must have access to the shelves to select books for themselves; all children within the area served by the library must be admitted regardless of race, nationality, social class,

religious faith, or any other distinction. The book is illustrated with photographs taken at UNESCO public library projects in India and Colombia and at UNESCO-associated projects in Sweden, Egypt, and the Federal Republic of Germany.

Modern Education and Human Values. Pittsburgh 13: University of Pittsburgh Press. 1957. 136 pp. \$3. A series of five lectures under the auspices of the School of Education of the University of Pittsburgh delivered during the school years, 1954-57 in the Stephen Collins Foster Memorial under the auspices of the Pitcairn-Crabbe Foundation. Lecture topics and speakers are: "Arsenal of Democracy" by Milton E. Lord, "Professional Education and the American Tradition" by Robert E. Mathews, "Moral Values and the Study of Biography" by Edwin P. Booth, "The Union of the Sciences and the Humanities" by Filmer S. C. Northrop, and "The World We Live In" by Margaret Chase Smith.

Modern School Shop Planning, revised and enlarged edition. Ann Arbor, Michigan: Prakken Publications, 330 Thompson St. 1957. 184 pp. \$3.85, plastic bound. Carefully compiled to be of the utmost practical help in the planning of modern facilities for school shops, this revised and enlarged edition features the addition of extensive checklists of standards for evaluating shop plans and facilities. Based on university research, the standards will enable designers of shop facilities for schools to check their work against the judgments of experts in various areas such as ventilation, fenestration, space requirements, visual comfort, and other details. The new edition also carries inclusive recommendations for handling storage of tools, projects, and equipment.

The first portion of the book covers general principles of planning school shops with descriptions of the various types of programs for which shopwork is offered in the modern school from elementary industrial arts to advanced vocational work. Material on purchasing and requisitioning is also included. The remainder of the book is divided into sections dealing with the planning of general shops, automotive shops, drafting rooms, electricity, radio, and TV shops, graphic arts, machine shops, metalworking, and woodworking shops. Specimen plans, pictures, and descriptions of facilities needed in all of these areas are included in each section, as well as equipment lists. It contains over 200 illustrations and has an attractive cover with a photograph of a modern shop with a classroom overlooking the shop area.

Parents and the Schools. Washington 6, D. C.: Department of Elementary-School Principals of the NEA, 1201 Sixteenth Street, N. W. 1957. 318 pp. \$3.50, paperbound. As parents of more than 39 million school-age children turned their offsprings back to the schools last September, a cross section of the nation's educators took a long look at their relationship with those parents and made it known that they want their cooperation. How to win that cooperation and make it benefit both the child and the community is the subject of this study. It is a compilation of the views of 61 experts on various phases of education and child welfare.

Though methods of achieving good school-parent relationships vary, the contributors agree that "the more parents are encouraged to express themselves" about the schools, the greater the likelihood that the school program will "reflect the interests and needs of the families whose children are in the schools." While the study rips the last nails from signs that once meant "hands off the schools," it also sounds a "handle with care" warning. Problems that still concern the educators, according to the study, include: How far can parents

go in helping to plan the curriculum and in other professional matters? What effects do cultural influences have on home-school cooperation? What legal questions arise from parent participation in school activities?

Important aspects of the school program which should be understood by parents, according to the study, include: different systems of grading and reporting classroom performance; the use of remedial programs; guidance procedures; increased flexibility in the curriculum; and the use of group process in the classroom. It shows that there is no set pattern which guarantees successful school-parent relationships. It also shows that economic and social differences among residents of various communities require many kinds of approaches to school affairs.

One contributor from Oak Park, Michigan, states that the public wants a part not only in planning "what" the schools should teach but also "how." Pointing to the recent furor over how the three Rs should be taught, he says, "When we sit down with parents in groups, each trusting the others' personal integrity and utilizing each others' strengths, skills, and knowledge, we find that the 'how' and the 'what' take care of themselves. In such cooperative curriculum effort, parents realize just how far their 'expertness' goes and look to the educator for some answers."

PRESTWOOD, E. L. *The High School Principal and Staff Work Together*. New York: Bureau of Publications, Teachers College, Columbia University. 1957. 104 pp. The author presents an informed and practical approach to the solution of many problems which challenge all who work together in the secondary schools—problems which are critical to the success of the schools, problems which are of fundamental concern to sincere, creative, and intelligent people who recognize teaching as a profession rather than a job. These are the problems of people who will work together in a climate consistent with the goals of American education.

ROBSON, H. N. *Success and Failure of Small-School Superintendents*. Laramie: Curriculum and Research Center, College of Education, University of Wyoming. 1956. 209 pp. Although the author's research was confined mainly to Wyoming, his findings were sufficiently general in nature to have broad application and should lead to a better understanding of school administration. By means of the critical incidence technique, the author discovered many factors which contribute to the success or failure of educational administrators, particularly those who serve the small schools. He used the interview and questionnaire methods of securing incidents which he analyzed and grouped into distinct behaviors according to the tasks, responsibilities, and relationships that involve superintendents.

During a two-year period, the author collected and classified the many incidents which he reported in this study. The importance of the behavioral characteristics, derived from the anecdotes, were determined by the frequency of their occurrence as reported by teachers, superintendents, principals, PTA members, school board members, laymen, and students.

STRATEMEYER, F. B.; H. L. FORKNER; M. G. McKIM; and A. H. PASSOW. *Developing a Curriculum for Modern Living*, 2nd edition, revised. New York 27: Bureau of Publications, Teachers College. 1957. 752 pp. \$5.50. A thorough revision, this new book presents a concept of curriculum development which focuses on building understandings, values, and skills through experiences arising out of the daily situations children and youth face. It uses persistent

life situations—the recurring situations which are the constants in a changing world—as the guides to the direction in which experiences should be developed.

The revised edition incorporates suggestions from many users of the first edition—teachers and other curriculum planners who now use this curriculum approach, and college teachers who have adopted the book for undergraduate and graduate teacher education courses. Features of the earlier edition have been improved through ten years of study and use. The authors' approach to curriculum development is spelled out more fully and is illustrated with additional specific examples. The detailed charts outlining typical daily experiences through which children, youth, and adults face persistent life situations have been brought up to date and made even more explicit.

The volume has been expanded to include a discussion of the strengths and limitations of major current curriculum designs; consideration of the place of organized bodies of subject matter; specific suggestions for evaluating and reporting pupil progress; ways of using the proposed approach in schools now using more traditional curriculum designs; and proposals for introducing and bringing about curriculum change. Curriculum development—based on an analysis of society and its values, and the implications from studies of children and youth and the learning process—is critically explored against the realities facing the school today.

SUMPTION, M. R., and J. L. LANDES. *Planning Functional School Buildings*. New York 16: Harper and Brothers. 1957. 320 pp. (8½" x 11") \$7.50, professional edition; \$5.75, text edition. A guide to the development of functional school buildings, this book concentrates on the planning of physical facilities suited to a specific educational program which is, in turn, dictated by the needs of individual communities. Since schools serve the community, it is only logical, the authors believe, to enlist the aid of the community in planning for school construction. Thus, this book will be invaluable to the interested citizen as well as to practicing school administrators and school plant consultants. It explains: (1) how communities can be studied to discover needs and resources; (2) how local people can make such a study; (3) how to develop an educational program to meet community needs; (4) how to plan school buildings which will efficiently and economically house the program; (5) how to insure that the building is adequately safe, healthful, and economical. Many illustrations of plans and building features accompany the text. *Citizen's Workbook For Evaluating School Buildings* (\$1.50), a manual for use with the book, helps the individual or the group assess the educational facilities in his own community through a series of questions and answers.

Books for Pupil-Teacher Use

ADAMS, S. H. *General Brock and Niagara Falls*. New York 22: Random House. 1957. 190 pp. \$1.95. This book tells the story of the important events that took place there nearly 150 years ago, as a result of which the Niagara River and Niagara Falls became boundary lines between the United States and Canada. The time was during the War of 1812, a crucial period in Canada's history. In charge of the British forces on the heights overlooking the Niagara River was General Isaac Brock, whose steadfast friendship with Tecumseh often made victory over the superior American forces possible. Tecumseh, the great leader of the powerful Shawnee tribes, not only supplied Brock with

brave fighters, but also with an efficient "intelligence service" that kept him accurately informed of the enemy's strategic moves.

ALBERT, M. H. *The Long White Road*. New York 3: David McKay Company, Inc. 1957. 191 pp. \$3. Dublin-born, English-educated Ernest Shackleton was a young merchant seaman when he was selected to accompany Captain Robert Falcon Scott in 1901, in the *Discovery*. This expedition was the first real attempt made to explore the Antarctic. Scott went farther south than any man had ever reached before, but his expedition was forced back by weather, illness, and lack of food before they could reach their goal, the South Pole. This harrowing experience had a lasting effect on Shackleton. He began to dream of being the first man to reach the pole and to conquer the white wilderness. He led three expeditions to the Antarctic in the *Nimrod*, the *Endurance*, and the *Quest*. The last was cut short by his untimely death.

Although Shackleton made valuable contributions to the world's knowledge of the Antarctic, he never reached any of his goals. Yet, in spite of this, he became one of the most romantic, beloved, and exciting of all explorers. Why? The answer lies in the man's character; his personality; his integrity; above all, his unerring sense of leadership and absolute devotion to his men. He turned each "failure" into a triumph of man's spirit over staggering odds. In his failures, Shackleton gave unquestionable proof of man's limitless inner resources. He became a legend, his name a synonym for "leader." His character, the unusual men who accompanied him on his expeditions, their gruelling experiences, the magnificent and tragic story of the ill-fated *Endurance* are all brought to life in this moving biography.

ANGRAVE, BRUCE. *Sculpture in Paper*. New York 16: Studio Publications, Inc. 432 Fourth Avenue. 1957. 96 pp. (7¼" x 9¼"). In advertising and exhibition display, the value of today's sophisticated 'paper sculpture' lies in their lightness and ephemeral nature, but even more in the fact that their articulated curves produce effects of modeling seldom met with in the everyday handling of paper. Their impact is dramatic. It is not clear to the layman how these effects are achieved, how they are planned in the mind, or on paper. To the author of this book, the unique quality of paper as a sculptural medium lies in these design problems and in the discipline which its fundamental limitations impose upon the artist. He suggests that every artist should evolve his own techniques. Happily he reveals his own approach to the work in diagrams, numerous action photographs, and in the accompanying text. As exercises, the working-out of these actual sculptures should teach the student many uses of the medium and suggest points of departure from which he will go on to discover endless new forms.

BAKER, M. J. *The Bright High Flyer*. New York 3: Longmans, Green and Company, Inc. 1957. 125 pp. \$2.50. A holiday in a caravan camp promised all kinds of fun, but it didn't work out at all well for the three young Bennets and their parents. A fight between their dog, Mulberry, and a chow owned by the camp's manager was the last straw and the Bennets moved to a farmhouse with a friendly owner. Here the widowed Mrs. Merit welcomed them warmly and all proves delightful after the disappointments of the camp. But the widow's daughter, Peggy Joyce, resents them and especially the children's interest in an old coach, the Bright High Flyer, in which the bantams are nesting. Now come adventures, more or less perilous, mystery, and day-by-day excitement—who or what haunts the barn where the old coach is kept? The

young people finally solve the puzzle, with the help of the two valiant bantams and their bulldog.

BARUCH, B. M. *Baruch: My Own Story*. New York 17: Henry Holt and Company. 1957. 351 pp. \$5. Bernard M. Baruch—one of the most remarkable men of our time—was an office boy at nineteen, a Wall Street partner at twenty-five, and a millionaire before he was thirty-five. For some men this success would mark the climax of a career; for Baruch it was only the beginning of a still greater one. In the fifty years since he made his first fortune, Bernard Baruch has been a trusted counselor of Presidents, an adviser on social and economic reforms, a statesman who has worked with two political parties and won the respect of both.

Mr. Baruch starts his story with a vivid account of his family background and boyhood in South Carolina and New York. He tells of the rewards and frustrations of his college years, and speaks with refreshing candor of the opportunities as well as the prejudices that existed in the time of his youth. Discussing his experiences in Wall Street in its wildest and most exciting years, he recalls his relationships with the elder J. P. Morgan, Thomas Fortune Ryan, Edward Harriman, "Diamond Jim" Brady, the Guggenheims, and "Bet a Million" Gates, and redefines the part they played in the skyrocketing finances of that era. As for the part he himself played, Mr. Baruch describes in satisfying detail his financial coups and failures, and he sets forth the principles that guided each of his speculations and investments. In this, the first volume of his memoirs, Mr. Baruch analyzes his personal philosophy and shows how it helped him solve the many problems that confronted him in his public life as chairman of the War Industries Board during World War One and as United States representative on the United Nations Atomic Energy Commission.

BATEMAN, J. F., and P. V. GOVERNALI. *Football Fundamentals*. New York 36: McGraw-Hill Book Company, Inc. 1957. 302 pp. \$5.95. This book provides the essential fundamentals and techniques for producing well-coached football teams. The initial chapter is concerned with the administration of the football program and the qualifications of the men responsible for its conduct and its proper place in the total educational program. The second chapter deals with the fundamentals of offensive and defensive line play with emphasis on execution. The stance, blocking, tackling, pulling line, and line charging are treated with rules and illustrated drills for conditioning and developing good line play.

Chapter three is devoted to the fundamentals of backfield play—the stance, ball handling and quarterbacking, running, exchanging the ball, passing, and general footwork of the back. Defensive fundamentals of secondary play are dealt with in the fourth chapter, while chapters five, six, and seven cover, respectively, passing, kicking, and running in modern football. The final chapter describes some standard defenses for basic offensive formations.

The authors list common errors in football techniques, and explain how to correct them. The book is completely up to date and covers the most modern aspects of football as played by teams using the T, the Split-T, those featuring the Belly and Drive Series, and those employing the Wing-back formations. Novel in such a text is the authors' treatment of the coach as educator and faculty member.

The book deals not only with the theoretical aspects of offensive quarterbacking, but also with various football situations. No actual solutions are given, but suggestions are made for coping with various offensive and defensive possibilities. These sections lend themselves easily to class discussions, questions, and problem solving. There are numerous half-tone illustrations and many diagrams of drills, offensive and defensive plays and maneuvers which enhance the value of the text.

BATES, E. W. *Marilda and the Witness Tree*. New York 3: David McKay Company, Inc. 1957. 192 pp. \$3. It took a midnight journey down a lonely road in a blinding snowstorm to show Marilda Dunbar how brave a friend she had in Olga Andersen. Olga was a newcomer to the New England town of Cavendish and Marilda, an orphan, was a ward of the State. Olga and her parents were friends of Ellen and Anton, who were living in and taking care of Marilda's house. Marilda thought the Andersens were *always* in her house. She couldn't help but be jealous of the pretty and talented Olga, and resented her popularity. It seemed the two would never be friends, especially with a mischievous pet crow, which each claimed for her own, helping along the coolness between them.

But in the Dunbar woods stood the Witness Tree, a great white oak marking a boundary. It leads to the discovery by Olga's father of valuable timber and marketable witch hazel which help restore the aging Dunbar house. Better yet, its hospitable and overhanging boughs provide a place of refuge and delight where the two girls learn at last to understand and like each other.

BAUMANN, HANS. *Son of Columbus*. New York 11: Oxford University Press. 1957. 254 pp. \$3. When Christopher Columbus embarked on his fourth voyage of discovery in the West Indies, he took with him his fourteen-year-old son Fernan. The voyage was beset by difficulties—the hostility of jealous rivals, lack of equipment, storm at sea, and shipwreck; while the Spaniards' greed for gold led to mutiny and to bitter conflict with the Red Indians. It is from these stirring events that the author has woven his exciting novel. Against the dramatic background of hardship and adventure, he has set the enigmatic character of Columbus himself, and the moving story of Fernan's friendship with the Red Indian boy Tahaka.

BERK, BARBARA, and JEANNE BENDICK. *How To Have a Show*. New York 21: Franklin Watts, Inc. 1957. 64 pp. \$2.95. A simple and informative guide to stagecraft for those limited facilities, the book also offers a wealth of ideas for shows for all occasions. From party games and one-man performances to full-scale theatrical productions, the author has suggestions on planning, financing, and managing a show right down to the final clean-up job. Jeanne Bendick's detailed pictures will prove helpful to anyone struggling with the finer details of staging, costume, and make-up. This book should prove invaluable to all those concerned with home, backyard, club, or camp entertainment.

BLOOM, M. T. *Money of Their Own*. New York 17: Charles Scribner's Sons. 1957. 314 pp. \$4.50. This is an account of the world's most unusual and ingenious counterfeiters. The author has searched out their stories for a number of years. In this book he gives what he considers the most bizarre, daring, and incredible items from his files. There is the case of the Yugoslavian refugee in Italy who made a fortune minting and selling British gold sovereigns but who couldn't be prosecuted for counterfeiting because such coins are no longer legal tender. There is the bizarre story of "The Man Who Almost Stole Portugal"

through an incredibly ingenious plan of bank note counterfeiting. There is the case of a London Stock Exchange clerk who lived and died a wealthy man before his activities were discovered. Also included are cases such as the rare stamp counterfeiter who was so successful that stamp dealers banded together and pensioned him off; the penman so incredibly delicate and industrious in his work that he drew U. S. bills that fooled even the experts.

BOYLSTON, H. D. *Sue Barton, Senior Nurse*. New York 36: Teen Age Book Club, 33 West 42nd Street. 1957. 240 pp. 25¢. The story of Sue Barton, a red-headed young nurse who meets romance and excitement at every bend of the hospital corridor.

BURGESS, JACKSON. *Pillar of Cloud*. New York 16: G. P. Putnam's Sons. 1957. 254 pp. It was no wonder Garvin Cooper was eager to leave the riotous little town of Whittaker to seek his fortune beyond the far horizons, or that he persuaded his chance-met friend McVey that their future lay among the high Rockies. And so they joined the inadequate little party under the leadership of the guide Ned Drum, who talked a good story despite his aura of failure. If Drum had been less obsessed by his fanatical determination to prove there was a new and practical way across the plains, or if Garvin and McVey had not been young, eager, and inexperienced, they would have realized that one wagon and team, one Quaker couple seeking peace, one untried Easterner, and one half-grown boy could not hope to pioneer a new trail across the trackless miles to the Northwest. At first all went well, with friendly singing at nights around the tiny campfire, and a certain scarcity of water. Then came creeping doubts as latent hatred grew between Drum and McVey. Was this new trail possible and did Ned Drum really know the water holes? Why had he held to his own course so stubbornly when a prairie fire almost surrounded them?

The hopes and fears and dangers of those people who plodded their way westward in spite of all that hostile nature and hostile Indians could do to defeat them come vividly alive in this novel. Garvin, McVey, Drum, and the Tyrees, though a part of their time and place, are absorbing and believable and appealing people, appealing in their weaknesses as in their strengths. It is to such as these we owe our West.

BRANLEY, F. M. *Solar Energy*. New York 16: Thomas Y. Crowell Company. 1957. 128 pp. \$2.75. Each year the need for energy increases as more cars crowd the highways, more metals are consumed by industry, and more airplanes fly through the skies. At the same time, our supply of coal, petroleum, and natural gas is decreasing. Many scientists feel that the only solution lies in the sun. The sun is a vast, almost everlasting source of energy that has never been effectively utilized. This book explains what solar energy is and how we can make it work for us.

Solar energy is free until we try to trap it, as you will see in this account of man's attempts to draw on this unique source. He has successfully harnessed it to heat his home. He is experimenting with controlled photosynthesis, enabling plants to use sunlight more efficiently. There are solar furnaces which have attained temperatures up to 8500 degrees, and solar stills for distilling water. The Bell Telephone Laboratories operate a telephone relay with energy from the sun.

BROOKES, EWART. *The Curse of the Trawler Charon*. New York 16: Dodd, Mead and Company. 1957. 282 pp. \$3.50. When Ben Christian, self-made

trawler owner, built the *Charon*, she was the pride of his fleet, the biggest and best trawler in the world. With Ted Cater to command her, he had a skipper of courage, brains, and imagination worthy of his ship. But as she slid down the ways, the *Charon* killed a man, and was forever to bear the curse of being launched in blood. From Iceland to Finisterre, men of the sea waited and watched for her to fulfill the legend that she would "live in blood." Relentlessly, the crews who sailed her through icy, storm-tossed waters in peace and in war, combatted the seemingly indomitable fate that reached even into their lives ashore.

•BUTCHER, M. J., and A. L. LOCKE. *The Negro in American Culture*. New York 22: New American Library of World Literature, Inc. 1957. 240 pp. 50¢. A record of what America has done to the Negroes and what the Negroes have accomplished in and for America.

CARSKADON, T. R., and GEORGE SOULE. *USA in New Dimensions*. New York 11: The Macmillan Company. 1957. 128 pp. (8½" x 11"). This Twentieth Century Fund study covered the entire range of economic activity in the United States, tracing past growth, balancing the country's needs against its resources, and estimating future possibilities. Scholars and laymen alike hailed it as a vitally significant work.

Starting in 1950, the subject was restudied, and in 1955 a new, enlarged and completely rewritten version was brought out, *America's Needs and Resources: A New Survey*. Again the research director and chief author was J. Frederic Dewhurst, for many years Economist of the Twentieth Century Fund, later its executive director and now its economic adviser, presently directing the Fund's new survey of the needs and resources of Western Europe. Working with Dr. Dewhurst was Thomas C. Fichandler as associate director, and a staff of twenty-five specialists.

The present book is based entirely on that study. The aim is to present in simple language and graphic illustration some of the highlights of the findings, so that the general reader, the high-school or college student, the busy specialist or any interested person can readily gain a sense of the scope, dimensions, and potential of the economic system of which all of us are a part. The book is evidence of the Fund's constant desire to make its research findings available to the widest possible audience.

CASTLE, J. L. *Vanguard to Venus*. New York 16: Dodd, Mead & Company. 1957. 222 pp. \$3. It was gauged to the second, with scientific precision, this vanguard flight to Venus in the great ship *Omega*. With the enchantment of complete reality, the author presents the crew, from Captain Chisholm to the junior technicians, and conducts the reader through the length of the great liner, describing its fabulous equipment.

The carefully timed arrival at the way station of the Moon is described, and then the departure for the long flight through the star-studded dark toward the orbit of Venus. But before reaching their goal, there were surprising adventures and discoveries for the voyagers en route. An interception was made by the Venutians which promised both treachery and ultimate disaster, a promise which almost became reality.

CLOUTIER, H. H. *Isle Royale Calling*. New York 16: Dodd, Mead and Company. 1957. 224 pp. \$2.75. With its mysterious background, Isle Royale provides a natural setting for the very likable St. Cyr family. As a Forest Ranger in charge of the island before it became Michigan's only National Park,

Roger St. Cyr had to raise his motherless family of three boys, Jim, Jack and Chuck, to be self-dependent. Seventeen-year-old Jim St. Cyr was a skilled and enthusiastic ham radio operator. His father had carefully taught him the many duties of a Forest Ranger, hoping that in the near future he, too, would become a Ranger. Jim, however, had other ideas. He wanted to enter his favorite field of radio by taking a summer course at Michigan Tech. This his father kindly but firmly opposed.

Each of the three boys filled his own individual niche, even that sturdy, lovable six-year-old Chuck, with his wild animal pets. Dependable young Jack, of course, is a main-stay of the family—including his ability to cook. Ham radio plays the major role in this story. There is not a single mix-up in wires, codes, or signals, either, because the author has had twenty-seven years of experience as an outstanding ham radio operator.

COOPER, PAGE. *Red Tartar*. Cleveland 2: World Publishing Company. 1957. 219 pp. \$2.75. Red Tartar, the thoroughbred chestnut Randy had raised himself, was the Courtney's one consolation for the loss of the family fortune; but, for the life of him, Randy couldn't see how he and the Colonel, his grandfather, could manage to keep him. Despite the sympathy and friendship of Sue Anne, the awkward girl whose father had bought the old Courtney home, Randy's hopes of ever racing the big horse were dim until irrepressible Dave Black came to the farm as a paying guest for the summer.

The three young people joined forces to launch Red Tartar's career and, inspired by neighboring Monticello and a hoard of colonial costumes in the big house, they were soon deep in plans for a revival of a Revolutionary Hunt Meet in full regalia. With the enthusiastic support of the local hunt club, the prospect of racing Red at least once on his home ground was encouraging. But Red was still cranky with other horses and with most people, and Sue Anne's brother was determined to beat him by fair or foul means.

DANIEL, ANITA. *The Story of Albert Schweitzer*. New York 22: Random House. 1957. 187 pp. \$1.95. In a small house in Lambarene, in Equatorial Africa, amid the natives, the wild beasts, and the murderous insects of the jungle, lives Albert Schweitzer, a man who is loved and respected throughout the world. When he was still in his twenties, he decided to devote his life to missionary work. He had heard that people in Africa were dying of terrible tropical diseases because there were no doctors to treat them, and he knew that, if he was to help them, he must study medicine. A few years later, equipped with his medical degree, he accepted an assignment in Lambarene where he was given a small grant of land on which to build a hospital.

To the crude structure, built with his own hands, came an endless stream of natives suffering from every kind of disease, and men whose flesh had been torn by the beasts of the jungle. This was the beginning of the long career of service which was to fulfill Albert Schweitzer's desire to help his fellowman.

DAVENPORT, MARCIA. *Garibaldi: Father of Modern Italy*. New York 22: Random House. 1957. 190 pp. \$1.95. "Here we make Italy or we die!" Garibaldi's quiet words pierced the air like a knife. Brandishing his sword, the famous guerilla leader leaped forward, his men in a rush behind him with their bayonets ready. There was a mad clash at the top. Then the enemy broke before the deadly steel of Garibaldi's "riffraff." Once more the tide was turned. Once

more Garibaldi and his men had helped to liberate a segment of the patchwork of little kingdoms and duchies that make up the Italy of the early nineteenth century.

At that time the people of Italy were little better than prisoners of their rulers. The seething current of unrest broke out in one spot, then another. And in almost every case, Garibaldi and his volunteers swept in to fight heroically for a free and united nation. Giuseppe Garibaldi seemed to love fighting for its own sake—what born soldier does not? But he fought only in struggles for freedom, for causes in which he fervently believed. Although he expected his soldiers to share the hardest and wildest life imaginable, he inspired them to follow him into new dangers.

DELDERFIELD, R. F. *The Adventures of Ben Gunn*. Indianapolis 7, Indiana: The Bobbs-Merrill Company, Inc. 1957. 263 pp. \$3. Readers young and old who have met Billy Bones singing "Yo-ho-ho, and a bottle of rum!" who have heard the blind man's stick tap-tapping away from the Admiral Benbow Inn, and have sailed with Jim Hawkins aboard the *Hispaniola*, know that *Treasure Island* is the world's best adventure story. Long John Silver, Pew, Israel Hands, Black Dog, and Ben Gunn are unforgettable characters. And yet—the book leaves so many important questions unanswered!

What, for instance, was Long John like when he had *two* legs, and how did he lose one? Why did Israel Hands fight to the death with his friend in the cabin? Just how was Pew blinded? Who had owned the wrecked ship in North Inlet? Who had built the stockade? Who was "Allardyce," the skeleton used as Flint's Pointer on the island? Why did the dying Flint call to Darby McGraw? Where did the treasure come from, and why was it buried? And above all, how did a harmless creature like poor Ben Gunn ever come to be a pirate in the first place?

Here are two heroes—Ben Gunn and the scapegrace Nick Allardyce, young seamen on the brink of their bloodthirsty careers—mustered in Captain Flint's crew to sail the Walrus under the Jolly Roger, and to accumulate treasure on the Spanish Main. Here is the story of the mysterious circumstances in which Allardyce and Flint disappeared, of all the desperate men who bluster their way through the battle, of the mutineers abandoned on the island, and of Long John Silver's incredible escape from the *Hispaniola*. Here is a prelude, companion piece, and sequel, all in one, to *Treasure Island*, by an admirer of Robert Louis Stevenson.

DeLEEUW, ADELE and CATEAU. *Breakneck Betty*. Cleveland 2: World Publishing Company. 1957. 219 pp. \$2.75. A first job that was hard work but fun, an attractive new man in town, a lively group of friends—Betty's first year out of high school should have been a challenging and exciting one. As assistant secretary to a big investment counselor, she worked hard and well. But somehow her childhood nickname plagued her in almost everything she attempted. For Betty was slow to understand that recklessness could be more serious in human relationships than in the childish physical daring which had won her the name Breakneck Betty, and that energy and enthusiasm were not enough to insure the success of each cherished project. Working with crippled young Mrs. Callahan to found a center for the skilled handicapped, playing Cupid for Helen and Leo, collecting props for the church play, the ideas came fast and furiously. Most of them were good and useful ones, but each time she did something to disappoint Guy, to make him cool and reserved with her.

How Betty, with Guy's help, gains a new understanding of herself and of the people closest to her is an encouraging story for teen-agers.

DEL REY, SISTER MARIA. *Her Name Is Mercy*. New York 17: Charles Scribner's Sons. 1957. 192 pp. \$3.95. The story opens in Korea in 1951, with the landing of three Sisters at Pusan, the first women civilians allowed in the country since the Korean War began the year before. Their purpose was to help medically and spiritually the thousands of suffering refugees from North Korea who were flooding that area. This book is the story of how these few Maryknoll Sisters, working with the barest essentials and often without them, became the core of a hard-working, tremendously (under the circumstances) successful team of workers from every walk of life and from many different countries. The clinic which they started in 1951 treated 100 patients a morning, but by 1954 was treating about 2,600 in a day. Originally housed by makeshift methods—old cartons, tin cans flattened for the roof—the book ends with the construction of a new 160-bed hospital—the largest in Korea.

DOAN, DANIEL. *Amos Jackman*. Boston 8: Beacon Press, Inc. 1957. 318 pp. \$3.95. To anyone who has known and loved the rugged hill country, here is a road home again. It is a good deal more than that—but it is that, first of all. The book begins with these words: "It was an eastern-facing farm. Amos Jackman stood in the door of the barn while the sun came over the ridge between Quartz Mountain and the long hump of Cobblestone. The mountains lay on the eastern horizon with the mists of dawn still upon the budding forest which covered their slopes. It was a wide view, and lonely. No house or plume of smoke appeared. There were only the fading shadows of the valley and the mountains. The farm was at the end of the road."

The story is written by a man whose passion for the hill country goes deeper than words. He has raised hens, cut wood, broken steers to yoke, and worked in a machine shop; but he has not left New Hampshire—except for brief excursions to the cities of men—since he was 15. That may be the reason his descriptions carry such conviction—and, indeed, such pathos. For he understands that the hill farm, once so important in the growth of America, was inherently heavy with tragedy as the factories boomed in the cities and a way of life came to an end. Then the forests grew back into the open fields and the wilderness reclaimed its own. Families and clans broke up. The period is the early thirties; and the scene is Whichertown, New Hampshire. Among the abandoned farms, a wealthy summer resident has built an expensive log camp; and there he brings his family and friends—and his daughter, Joan.

DRURY, MAXINE. *George and the Long Rifle*. New York 3: Longmans, Green and Company, Inc. 1957. 123 pp. \$2.50. Twelve-year-old George Gray was the youngest of the motherless family. He was unhappy over his poor marksmanship. When he aimed at a squirrel, he bagged a last year's bird nest—his aim with the rifle was a great anxiety. And he failed in so many other ways. Would his stern, just father's patience hold out? His older brothers and sisters are absorbed in their own affairs and George feels they look down on him—all except Silas. George clings to this oldest brother, who is patient with him as he was gentle and kind to all helpless things.

It was 1819. The West is opening up and Silas decides he must take up land and make a start for himself in Ohio. Knowing how much George depends on his brother, their father reluctantly consents to his going with Silas. They travel on foot as far as Pittsburgh, narrowly escaping death from a flood in

the mountains; then by boat down the Ohio River to Portsmouth, only to find the relatives they were to join had gone farther west. The down payment on some land leaves Silas penniless. When he falls ill with fever, George has the responsibility of caring for him. Through the interest of the overworked wilderness doctor who attends Silas, George discovers at last the reason for his own incompetence and gains confidence that in time he will be able to make his own way in life.

DUNCAN, DAVID. *Occam's Razor*. New York 3: Ballantine Books. 1957. 165 pp. 35¢. Santa Felicia Island is a guided missile base, isolated by the strict regulations of military security. The author probes the disturbing impacts of science on society.

DURRELL, LAWRENCE. *Justine*. New York 10: E. P. Dutton and Company, Inc. 1957. 253 pp. \$3.50. *Justine* is poetry in the form of prose, a perceptive sensuous evocation of a city and its people. Rich in imagery and description, Alexandria emerges in all its color, its vices, and teeming life. Four central characters dominate this story: Justine, the passionate, tormented Jewess; Melissa, a Greek cabaret dancer; Nessim, the millionaire Coptic financier; and the "I" of the narrative, an Irish schoolmaster. Within the exotic and decadent city these four play out their destinies influenced by Alexandria, symbol of an erotic world.

EDWARDS, R. D., and T. D. WILLIAMS, editors. *The Great Famine*. New York 3: New York University Press. 1957. 537 pp. \$6. 1848 was a year of revolutions and the birth of nations in most of Europe. In Ireland it was the fourth year of crop failure, and no man could have foretold the terrible consequences of that fact. Successive failures of the potato crop brought famine and disease and misery to the people. Famine put a stop to their agitation for independence from England, wiped out the whole class of cottiers, and by death and emigration reduced the population of Ireland in village and town by one quarter.

This study delineates the famine years as the watershed of modern Irish history. Prominent Irish scholars have contributed chapters that give a precise general account of Irish life in the first half of the nineteenth century. Chapter Five stands out as a superb medical history of the famine. Other chapters analyze Ireland's agricultural system, the political background of the famine years, the organization and administration of relief, the shaping influence of the long disaster on Irish folk tradition, and the great flight abroad from the ruined land.

There are today in Ireland bins that are used for drinking troughs, dye-vats, or cisterns, which during the famine were boilers for the preparation of porridge or soup. Around them milled hungry desperate people, so hungry that they would sometimes rush the boiler and have scalding soup thrown in their faces by the men in charge of it. Even more significant as a remnant of the famine is the ever-present suspicion, or even hatred, of Ireland for England. In the year 1848, Charles Gavan Duffy, the Young Irelander, cried out that the famine was nothing less than "a fearful murder committed on the mass of the people," and P. A. Sillard in a later year compared Lord Clarendon to the stern Elizabethan Lord Mountjoy, who destroyed the very crops of his enemies.

EMERY, ANNE. *First Orchid for Pat*. Philadelphia 7: The Westminster Press. 1957. 187 pp. \$2.75. Pat Marlowe and Tim Davis have fallen in love in high school, and talk about getting married soon. But Tim has to go away

to college and Pat is left behind to finish high school. They have decided to go out with others, and to try to keep their lives as normal as possible while they have to be separated. But Pat is impatient. She is afraid Tim will find somebody else in college, and she doesn't see why she has to waste time waiting, anyway. She dreams of keeping house for Tim—nothing else seems important.

As her senior year goes along, however, Pat finds to her own astonishment that she is growing up a little (she *thought* she was grown up before). A new friend, Jack Willis, persuades her to go out for dramatics, and she finds an engrossing new interest—and a whole different world, not only in the theater but outside it, with a fascinating new circle of friends. Thrilled and happy about her discoveries, Pat tries to share them with Tim. But Tim finds the plays and the parties that Pat loves very dull. Pat is so distressed to find this basic difference in their interests that she wonders what their life together will be like. Yet, she thinks, she and Jack Willis share an interest in the theater, but this hasn't led to anything more than friendship. It is only after Pat learns that she *can* make choices and adjustments that she finds an answer. She realizes that without Tim even her interest in her chosen goal would be less satisfying. But she also discovers that life can hold other purposes than getting married—Tim is still her true love, but she wants to accomplish some things before she gets married. She wants to go to college, too, for her own sake and not only because Tim thinks she should.

As Pat discovers how to wait and prepare for marriage, she finds that while she and Tim have a lot to learn, their love is likely to grow stronger as they meet and resolve their problems. Life begins to take on a radiant and promising color as Pat faces the future with a sense of growing confidence and maturity.

FILSON, F. V. *Which Books Belong in the Bible?* Philadelphia 7: The Westminster Press. 1957. 174 pp. \$3. What are the writings considered by many people to be "Scripture," but which do not appear in most Protestant Bibles? Why does the Bible include certain books and not others? Is Scripture subject to Church tradition? These questions, which have always perplexed Christians, have risen afresh with the publication of the Revised Standard Version of the Spocrypha. The author, on the committee which produced the revision, casts fresh light on these questions and their answers with a timely and interesting study of the canon.

FREEMAN, I. M. *All About Electricity*. New York 22: Random House. 1957. 141 pp. \$1.95. Here a distinguished scientist and college professor explains what electricity is and how it works. Simply and vividly, he shows how an electric current is established, what an electromagnet is, how electromagnets are used in meters and motors, and how electrical power operates the telephone, the wireless, the radio, and television. Seventy-five diagrams and illustrations by Evelyn Urbanowich add exact details by which the reader can see for himself how one wave differs from another and how each one plays a part in those electrical wonders that have become a part of our everyday living.

FRIEDMAN, W. F. and E. S. *The Shakespearean Ciphers Examined*. New York 22: Cambridge University Press. 1957. 321 pp. \$5. Proving that somebody else wrote Shakespeare has become a popular pastime. The layman listens too readily to the latest theories; the Shakespearean scholar too readily stops his ears to them, and often dismisses without examination claims that messages are hidden in works of Elizabethan literature. These claims deserve a fair hearing; and cipher systems at least can be investigated objectively.

The authors are professional cryptologists, and they have made a lifelong hobby of studying the ciphers that allegedly disprove Shakespearean authorship. As cipher experts they have no preference for any particular author; they merely wish to examine the evidence.

In this book, intended for readers who enjoy the lucid presentation of a detailed case, the authors consider all the main systems. After explaining the rules to be followed and the tests which must be met, they apply them to each cipher system in turn.

The discussion begins with a varied catalogue of word ciphers, string ciphers, anagrams, acrostics and magic numbers. Cryptic messages are claimed to be hidden on gravestones, in old manuscripts, and in the texts of a hundred books or more; the suggested authors range from Spenser and Ben Jonson to Marlowe, the Earl of Oxford and a vast syndicate. Later chapters discuss in detail the use by Elizabeth Wells Gallup of the Biliteral Cipher, invented by Bacon and described by him in *The Advancement of Learning*. Mrs. Gallup's work has aroused interest and controversy for fifty years; in 1938 it was approved by the French cipher expert, General Cartier. Readers everywhere will be interested to know the authors' verdict on this and other claims based upon cryptography to the authorship of Shakespeare.

FRIES, C. C., and ROJAS, P. M. *American English Series*. Boston 16: D. C. Heath and Company. 1957. This series represents a pioneer attempt to apply to the teaching of English as a second language the advances in linguistic science, previously not used in the public schools. These books are an answer to the special problem posed by non-English-speaking pupils who are relatively unacquainted with the life and culture of the United States. Although planned for Spanish-speaking learners, the authors believe that no matter what the native language of the pupil may be, the *American English Series* will be found to be a systematic and efficient guide for acquiring English as a second language.

Boys and girls in this series learn English in the same manner in which they first learned their mother tongue—first by listening and imitating, later by reading and writing. Intensive and repetitive practice, in controlled situations, of the main structural patterns of English helps promote fluency at the earliest possible stages of learning. Pupils move smoothly from the simple to the more complex, making continual use of what has been previously learned. As pupils progress in their mastery of materials, controls are gradually lessened. Free conversation comes at a time when the pupils are capable of handling it.

The books have a clear, effective format that facilitates the learning process and lends itself easily to spontaneous learning. Gay, humorous cartoons, closely coordinated with the text, are a lively feature of the series and add to the clarity of the content. In the later books there are many photographs that supplement the reading selections.

The series consists of books for elementary and secondary-school students with teachers guides to accompany them. Books One and Two are intended for pupils ranging in age from about ten to fourteen years (grades four, five, and six); Books Three and Four for students in the junior high school (grades seven, eight and nine); Books Five and Six for students in the senior high school (grades ten, eleven, and twelve). Each book is divided into forty units. The units in Books One and Two are presented in five sections—listening-speaking activities, reading, writing, application exercises, cumulative practice.

The units in Books Three, Four, Five, and Six have three sections—pronunciation and spelling, summary of the structure and vocabulary presented in the listening-speaking activities, practice exercises. Every page of the pupils' texts is reproduced in the teachers guides. The guides demonstrate the entire program with directions for specific details of teaching.

The books are accompanied by five teachers guides. These guides contain suggestions for setting up communication situations to provide pupils with an opportunity for the oral practice that is basic in the teaching of a second language. These give the teacher everything in one volume, making the books convenient to use. In preparing a lesson the teacher needs only the teachers guide, as each page of the guide includes the corresponding page of the pupils' text. Aids to pronunciation are provided in an appendix dealing with sound segments, intonation, and rhythm.

GAULT, W. C. *Bruce Benedict, Halfback*. New York 10: E. P. Dutton and Company. 1957. 192 pp. \$2.75. This fast-paced story of the making of a halfback holds all the feverish excitement of college football, viewed from behind the scenes. As in this author's previous books, a serious theme threads inconspicuously through the story of a brilliant boy who becomes a football hero in spite of himself.

Bruce Benedict—quiet, studious, introverted, resenting his new step-father's friendly overtures—discovers in himself an inherent aptitude for sports, particularly football. When he is offered an athletic scholarship and it proves to be the only possible way for him to finance a college education, Bruce accepts reluctantly. He is determined that he will play football only long enough to justify his acceptance. His attitude wins him the unenviable nickname of the "half-hearted halfback." Faced with a decision at the beginning of his sophomore year, Bruce is influenced by his gratitude to Joe Callahan, his best friend and a dedicated athlete. Scarcely aware of the change in himself, Bruce's experiences on the football field as he develops into a whole-hearted player influence his general attitude and crystallize his philosophy.

GOWLAND, J. S. *Smoke Over Sikanaska—My Life as a Forest Ranger*. New York 3: Ives Washburn, Inc. 1957. 224 pp. \$3.50. This first-person narrative records the experiences of a brave and modest man who is extraordinarily able to handle himself in any emergency as well as meet the various day-by-day demands of his job with courage, unflagging interest, and skill. He is equally able to share with the reader the deep satisfactions of living alone in a remote and beautiful wilderness. Here are the adventures of a forest ranger in the Canadian Rockies, where he battled fire, the elements, fur poachers, and many other hazards, but also enjoyed to the full the close contact with nature and the challenge of the solitary life.

On one tour of duty, he lived for a winter in a hut 9,000 feet up on a mountain top, followed snow-covered trails where a slip would have been fatal, and penetrated into the very heart of the Rockies in the course of his exciting patrol. On other occasions during his years as a ranger, he made friends with Indians and a variety of small animals, though he preferred to keep grizzly bears at a respectful distance.

GRANT, BRUCE. *Leopard Horse Canyon*. Cleveland 2: World Publishing Company. 1957. 221 pp. \$2.75. Ted Holliday was rounding up cattle the first time he saw the beautiful spotted colt the older cowhands called a "Palousey." When the colt escaped, Ted gave chase only to find that the horse was even

fleeter than the antelope with which it ran. A wild horse so extraordinarily marked was a prize; it would be Ted's if he could catch and break it.

But what was an Appaloosa, a descendant of one of the great war ponies of the Nez Percé tribe of the Northwest, doing on a Texas range? And what did Squinch Owl Sam, the Old Indian whose astonishing skill with horses made him respected in spite of his oddities, know about it? Ted was sure that Sam knew something about the colt, sure that he could explain the strange Indian picture map in the doeskin pouch Ted had inherited from his uncle. Even when courage and horsemanship made the colt his, Ted could not rest until he understood the mystery of the Appaloosa and the secret hidden in the barren, unknown region of the Double Mountains.

GREEN, GERALD. *The Last Angry Man*. New York 17: Charles Scribner's Sons. 1957. 506 pp. \$4.50. Samuel Abelman, M. D., 1553 Haven Place—they all knew him in that grimy Brooklyn district, the teenage hoodlums, the cops, the kosher butchers, the hymn-chanting members of the Wholly United Army of God. He tended his dwindling practice with angry devotion. In spite of his small fees and his brilliant diagnostic skill, his patients drifted away from him, because of his formidable tactlessness and his belligerent moralizing. A man of inexhaustible indignation, he conducted a one-man campaign against "galoots" everywhere—the people who thought the world owed them a living. He didn't look like a doctor, or talk like one, and so they called him a failure. But his vigor and bawdy humor remained indestructible; and in a backyard of that Brooklyn slum he found serenity in his wildly flourishing garden, complete with a stand of corn. He emerges from the pages of this novel as one of the most powerful and appealing figures in recent fiction.

If Sam Abelman himself constitutes the heart of this remarkable novel, its richness of story derives from the doctor's impact upon a man from a wholly different world. That man is Woodrow Thrasher, vice president in charge of television in an important advertising agency, who has conceived a new TV show, to be called *Americans USA*. As a subject for the show he has stumbled upon the doctor; and the planning of *Americans USA* takes Woody Thrasher—and the reader—on a voyage of discovery into the career of poverty on the lower East Side, through his youthful jobs and battles (for muscular Sam Abelman fought everyone's fight), his agonizing struggle to put himself through Bellevue Medical School, the experiences of a young doctor in the great influenza epidemic, his lasting friendships—the narrative pulses with the humor and vitality of Samuel Abelman. Along with that story runs another, oddly contrasted one—the story of the making of a TV show, a sharply observed, sardonic account of the bright, creative guys in narrow, dark suits from Madison Avenue and exurbia. And as *Americans USA* takes shape, still another story develops, concerning the doctor's dogged, outraged efforts to aid a teenage kid called Josh the Dill, leader of the Twentieth Century Gents.

GREW, DAVID. *Beyond Rope and Fence*. New York 36: Teen Age Book Club, 33 West 42nd Street. 1957. 192 pp. 25¢. This is the story of the horse, Queen, the wild, untamed ruler of the North Dakota prairies.

GUILLOT, RENE. *A Boy and Five Huskies*. New York 14: Pantheon Books, Inc. 1957. 185 pp. \$3. This story takes us to a lonely settlement in the Canadian North, composed of two French-Canadian families and one Red Indian. A fifteen-year-old boy finds himself suddenly faced with a man-sized task: his uncle, whose romantic idea of justice has brought him into conflict with

the law, can be saved only if the boy serves as a decoy. While the uncle stays hidden in the Indian's cabin, the boy races off to the North in the Uncle's sled, to give him time to recover from a chest wound. With a Mountie in pursuit, the chase begins—in wild elation, recklessly squandering the dogs' forces. But inexperience must pay its penalty: the boy loses all his dogs but one, has to abandon his sled, and nearly perishes from cold and starvation. In the end, uncle and Mountie make their peace and bring the boy home to safety, but with his thirst for adventure unquenched.

HAINES, MADGE, and LESLIE MORRILL. *John Muir, Protector of the Wilds*. Nashville 2: Abingdon Press. 1957. 128 pp. Boy and girls who enjoy the out-of-doors will delight in this biography of the great naturalist, John Muir. They will follow him eagerly as he tramps through the wilderness areas of eastern United States. They will marvel at his explorations on foot of the Gulf Coast, the Sierra Nevada Mountains, and the vast mountain ranges of Alaska. Finally, they will sympathize with his fight to preserve in national parks some of the wilderness he loved.

HALL, ADELE. *Beauty Queen*. New York 18: Julian Messner, Inc. 1957. 189 pp. \$2.95. Beautiful Kirby Whitehead reached a pinnacle of glamor when she was voted "Miss Vermont." There was the excitement of representing her state at civic functions, opening fairs, modeling in fashion shows. Mindful that talent was imperative if she were to win the Beauty Queen title, she perfected her dancing, studying and practicing long hours. She wanted her family to be proud of her, and she felt a deep responsibility to the people who had made this miracle possible.

Kirby realized that she was a very lucky girl, but she sometimes wondered if she would be equally lucky in love. Brilliant Martin Graves, destined for a career in chemical research, still thought of her as a child and refused to take her seriously. Dick Hamilton did take her seriously—but not himself. Life with him would be merry but shallow, for Kirby felt she could not be happy with an aimless playboy. Yet she loved the luxury of his fabulously rich home, and she liked his parents who indulged both him and her. Perhaps in time Dick would achieve some purpose. Meanwhile her own purpose was to do all in her power to become Beauty Queen.

At Atlantic City, Kirby experienced the frantic, unfulfilled week that preceded the finals. Sometimes she felt like a fairytale princess, parading in gorgeous clothes, photographed, flattered, cheered by mobs. At other times she was uneasy about the future. What did she really want—a swank school or college? Was there a niche for her in some serious enterprise, a career of which she could be proud? During the dazzle of that hectic week, Kirby gained insight into herself which was to change her life dramatically and surprisingly.

HAUPT, E. A. *The Seventeen Book of Young Living*. New York 3: David McKay Company, Inc. 1957. 247 pp. (7¼" x 10") \$4.95. This book brings together what all young people want to know about the exciting but still disturbing process of growing up. The book deals with all phases of everyday life that interest and perplex the teenager—from general etiquette to the better understanding of the unfolding world of sex. There are five major sections: Getting Along with Yourself, Getting Along with Girls, Getting Along with Boys, Becoming an Adult, and the Seventeen Party Notebook. In each of these categories the author treats with wit and wisdom the manifold problems that face today's young woman, such as giving a successful party, getting and

holding a job, choosing the right clothes for the right occasion, making friends in a new town or a new school, and getting along with parents. It also supplies guidance on the problems of self-confidence, shyness, and love.

HAYES, W. D. *Indian Tales of the Desert People*. New York 3: David McKay Company, Inc. 1957. 127 pp. \$3. The people who first told these stories were the Aw-aw-tam, which means "Desert People" or "People of Peace." They lived in the valleys of the Gila River and the Salt River in the desert country of what is now South Central Arizona. They were the ancestors of the Pima Indians who live in that area today and of the Papago Indians who live farther south near the city of Tucson.

Some of the tales, like "Why the World Is the Way It Is," have their roots deep in the rich soil of themes common to all folk lore. They treat of man's wonder at and attempt to understand the creation of the world; his relations with his fellows; his respect for Nature and her life-giving gifts, chief among them rain and the light of the sun. Some of the stories are wholly indigenous, like "The Turquoise Stones," growing out of their own particular native soil, dealing with the animals, the land, and the life of the primitive Indian peoples who inspired them. All the stories are unusual, fresh, and exciting in this original presentation by a distinguished artist turned author.

HENRY, WILL. *The Texas Rangers*. New York 22: Random House. 1957. 189 pp. \$1.95. Follow the trail with the Texas Ranger, the most daring rider of them all. Share with him his lonely outpost camp. Eat with him beside his cheery, mesquite fire. Laugh with him against the hopeless odds of the closing Mexican cavalry trap. Stand beside him as he meets the thunder of American outlaw guns. Come meet his famous captains and his fearless men. Peer back into their wondrous times through the gunsmoke of a hundred years and read this true story of the finest fighting men the West ever produced. Ride again with the Texas Rangers!

HEYER, GEORGETTE. *April Lady*. New York 16: G. P. Putnam's Sons. 1957. 254 pp. \$3.75. When Lord Cardross took pretty eighteen-year-old Lady Helen for his bride, he also undertook to stave off financial disaster for her father, Lord Pevensey, and settle the more pressing gambling debts of her scape-grace brother Dysart. He even offered to buy Dysart a commission and send him to join Lord Wellington's army in the Peninsula. Nell maintained her family's reputation for improvidence and Cardross found himself inundated with bills from her milliners and dressmakers. After a year of marriage, it occurred to him that, although he was in love with his wife, she might only have married him for his money. Nell, who in turn was in love with her husband, had so taken her Mama's warnings to heart that she hid her feelings from Cardross and was resolved not to show either knowledge or resentment should her husband have another connection outside the walls of their Grosvenor Square house.

In addition to his concern over the state of his wife's heart and pocket, the Earl had the worry of keeping his impetuous young half-sister Letty from eloping with the correct but lovelorn Jeremy Allandale, who was about to leave for a diplomatic appointment in South America. What with sorting out Nell's and Dysart's mad scrapes, recovering the vanished Cardross necklace, and being forced into bitter suspicion, the much-tried Earl might well have missed the opportunity of smoothing the course of true, though dissimulated, love in his own marriage.

HIKEN, NAT. *Sergeant Bilko*. New York 3: Ballantine Books. 1957. 35¢ paperback edition. Ten of the funniest stories from Phil Silver's TV show.

HILL, LORNA. *Masquerade at the Ballet*. New York 17: Henry Holt and Company, Inc. 1957. 224 pp. \$3. The author, mother of a Sadler's Wells pupil, has again written a good story with a background of ballet and the Sadler's Wells. Jane Foster is visited in Northumberland by her cousin Mariella, who is studying ballet in London. With Mariella and her ballerina mother, Jane goes to see *Giselle* and falls in love with the ballet. She begins to take lessons and soon discovers she would like to be a ballerina. Mariella wishes she could stay in Northumberland, go horseback riding with Jane's good-looking cousin Nigel, and study to be a veterinary surgeon.

Two years go by while Jane passes her exam for the Royal Academy of Dancing and Mariella struggles at Mme. Viret's studio to prepare for the Sadler's Wells. Then a surprising masquerade makes it possible for Jane to continue her ballet in London and Mariella to go to Northumberland. At last, Jane has the chance to replace Veronica Weston in the title role of *The Sleeping Beauty*, and afterward Jane says, "I said years ago, 'I'm going to be a dancer!' And now look at me! I am!"

HINTON, H. C., and M. B. JANSEN, editors. *Major Topics on China and Japan*. New York 14: Publications Secretary, Institute of Pacific Relations, 333 Sixth Avenue. 1957. 340 pp. \$3.50. This is a handbook for teachers prepared by Far Eastern specialists and a group of experienced teachers. Materials on China and Japan are presented in capsule form. The editors hope that the topics presented in this form will provide stimulation for reading, discussion, and teaching. Since many secondary-school libraries are limited in source materials on these countries, this capsule information should be of practical use to teachers. It presents leading ideas and conclusions generally accepted by leading specialists in this area of history.

HOBART, LOIS. *Laurie, Physical Therapist*. New York 18: Julian Messner, Inc. 1957. 192 pp. \$2.95. When Laurie Wentworth left her home town to work in Philadelphia, she faced two problems—the loneliness of being uprooted and the fear that she might fail on her first job. As a physical therapist at University Hospital, she encountered daily challenges as she helped patients regain the use of their muscles through exercise, massage, and the many fascinating gadgets used in the treatment of disease and disabilities. There was the thrill of seeing polio victims take their first steps—of helping accident cases from bed to crutches—of sensing in her own fingers a wonderful healing power.

Working with Dr. Carl Swoboda, a stern and dedicated man, Laurie learned to discipline herself and to live with the hope that skill, patience, and faith could work miracles of recovery. But she felt strangely attracted to the doctor and was annoyed that she could not penetrate his indifference to her as a woman.

HOWARTH, DAVID. *The Sledge Patrol*. New York 11: The Macmillan Company. 1957. 239 pp. \$4.50. Here, across one of the most desolate regions of earth, a handful of brave Danish and Norwegian hunters carried out one of the most dramatic operations of World War II. Cut off from the rest of the world except for a radio, each of the seven men had been happy in the Arctic, aware of its beauty and its peace and freedom, enjoying the primitive excitement of living and existing in that lonely land that had never known war.

Their wartime assignment was to patrol a stark 500-mile stretch of coast and to protect Greenland's weather stations from German invasion. So vast and barren are these snowbound lands that, unknown to them, a German weather-reporting station had at this time been operating for six months. The shocking realization came on March 11, 1943 when one of the men, to his amazement, found a human footprint in the snow—the print of the enemy. These men had known enemies before. In the Arctic all men have a common enemy in the cruel climate, but here, too, all men are united in the unspoken brotherhood of man. And so it seemed incredible when they found themselves forced to hunt men instead of polar bears and foxes.

The invaders were numerically superior and better equipped; nothing stood between them and conquest but seven men armed only with hunting rifles. Vividly and precisely, the author relates the tensely exciting true tale of how the men of the Sledge Patrol fought capture or death in desolation by outwitting and outlasting the enemy. This is a saga of human skill, faith, and endurance—and one of the most remarkable Allied victories ever to be recorded.

HYDE, M. O. *Exploring Earth and Space*. New York 36: Whittlesey House, McGraw-Hill Book Company. 1957. 160 pp. \$3. From submarines to satellites, from the heat deep within the earth to the cold of outer space, here is a timely selection of some of the operations of the International Geophysical Year. Thousands of scientists from over sixty nations are involved in the I. G. Y. and they are trying to learn more about the strange planet on which we live.

Here is the thrill of going down deep into the sea to investigate underwater earthquakes; of sending up giant skyhook balloons, carrying cameras in their gondolas, to take pictures of ocean storms; of launching long-range experimental rockets which will thunder out of sight and eventually crash into the sea.

Some of the scientists are exploring the Antarctic and learning about the earth's core, crust, and glaciers. Others are shooting artificial stars into the sky; testing turtles, rats, and monkeys for their reaction to space flight and the resultant zero gravity. Still others are trying to find better ways of harnessing the sun or attempting to use hydrogen from the seas for fuel.

ICKIS, MARGUERITE. *Folks Arts and Crafts*. New York 7: Association Press. 1957. 277 pp. \$5.95. A veteran handicrafter and a world folk arts authority combine their writing and illustrating talents to explain how to make hundreds of useful and attractive objects that originate with some 30 different cultures in North, Central, and South America; Europe; Africa; and Asia. The author, whose craft guidebooks are among the best selling in the United States, has chosen the craft items here for their personal appeal to Americans of both sexes and all ages, their utilitarian and esthetically pleasing qualities, and their numerous possibilities for integration with programs of youth and adult groups in community centers, camps, hospitals, hobby, and other groups.

The author's clear text, which not only tells how to make each item but also gives the cultural setting for it, is augmented by more than 1,000 illustrations by Dr. Miklos Foghtuy. Reflecting the spirit of the folk arts themselves, Dr. Foghtuy's drawings accompany each project and include scores of authentic motifs and designs which may be applied freely in the wealth of projects.

Organized functionally according to the many uses to which the items may be put, the projects involve such popular media as paper, papier-mache, leather, wood, metal, glass, clay, reeds, straw, bone, feathers, textiles, and

many more, including unusual media such as hoofs, horns, and dried apples. Projects vary simple items for beginning crafters to the more advanced for those with experience.

JACKSON, C. P. and O. B. *Puck Grabber*. New York 36: Whittlesey House, McGraw-Hill Book Company, Inc. 1957. 160 pp. \$3. Bill Jones, captain of the Meiland High Team, is a hard-playing center and he hopes to keep that job. The team, however, is badly in need of a goalie—and Bill knows within himself that he can make the switch if he wants to. The way in which Bill meets this problem and faces up to his responsibilities as captain is a story for all sports enthusiasts. Young hockey players will especially like the many actual games and the on-the-rink action coupled with good tips for playing.

JAMES, N. W. *Dawn at Lexington*. New York 3: Longmans, Green and Company, Inc. 1957. 224 pp. \$3. It is April 1775. Because of a patriotic prank, Jeremiah Cutler is sent by his guardian, bookseller Henry Knox, away from the turmoil of rebellious Boston to safety in Concord. Jeremiah fears a dull time. But soon he is galloping on the horse he has named Rebel to Lexington with information for the Minutemen. When dawn comes at Lexington and a shot zings across the village green—war has begun. Five years of the Revolutionary period are handled skillfully. Heroes come vividly to life and historical places are meaningful.

After training the militia, Jeremiah accompanies the Knox brothers on a hazardous journey to Fort Ticonderoga, where badly needed artillery lies idle. They load the iron pounders onto barges, then to sleds for the rough trail to Cambridge. Weeks later Boston is freed. Not until the spring of 1778 does Jeremiah have his wished-for reunion with Henry Knox at Valley Forge, where he accompanies Lafayette on a nearly disastrous mission. After months of riding messenger between upper New York and Philadelphia, Jeremiah earns a lieutenant's commission with Major Tallmadge's blue-jacketed Dragoons.

JOHNSTON, MARY. *Roman Life*. Chicago 11: Scott, Foresman and Company. 1957. 478 pp. \$5.50. Latin teachers and school librarians who have so long and confidently referred their students to Johnston's *Private Life of the Romans* will welcome its handsome modern successor with real enthusiasm and affection. For *Roman Life* is Mary Johnston's completely modernized, copiously illustrated version of her father's widely known classic. Like its predecessor, *Roman Life* has been designed as a comprehensive source book on the day-to-day living of the Romans. And Miss Johnston's readable modern prose, plus the great amount of new information and illustration she has added, brings the ancient city to life for moderns in lively detail. Students assigned research in *Roman Life* may well find themselves reading above and beyond the call of duty for the sheer interest of it.

For here is a wealth of information about the men and women of Rome—how they dressed and ate, worked and played, mourned and celebrated, lived and died. We learn, for example, that even without electric razors, Roman men were clean-shaven and wore their hair short. Citizens of wealth had their hair and beards kept in order by slaves, while middle-class citizens depended on public barber shops. We learn that women, then as now, were very fond of jewelry and spent great sums on rings, brooches, pins, etc.; that their clothing was made of wool, linen, cotton, and silk gracefully draped.

We read of many-storied Roman apartment houses, of public buildings with decorated ceilings, and carved and gilded paneling. We learn that the Romans

had plumbing and their own form of central heating—that their furnaces circulated warm air in tile pipes through hollow walls. We find that Romans were better farmers than we had in our own country until comparatively recent times. They knew about plowing, fertilizing, testing soil for sourness, seed selection, and crop rotation. And we read many fascinating details about their theaters, their circuses and races, their travel and communication, and the traditions of their wedding and funeral services, many of which have come down in some form to affect our own observances of such occasions.

Importantly contributing to the value of *Roman Life* as a reference is its up-to-dateness. New findings of archeologists since World War II have been included in the text, and many of the nearly 500 illustrations are large, clear reproductions of modern aerial photographs of newly or further excavated areas. Here, then, is a veritable "encyclopedia" of Roman living to serve as background for increased understanding of Roman history and literature. The book also contains a bibliography of source material, as well as modern reading suggested for students and a brief outline of Roman history; a glossary of Latin words; a descriptive list of illustrations, and a complete index.

KARL, S. D., and B. L. DIEHL, editors. *The College Handbook*. Princeton, New Jersey: College Entrance Examinations Board, Educational Testing Service, Box 592 or Box 27896, Los Angeles 27, California. 1957. 456 pp. \$1.50. This is a book for students who have already decided to go to college and who are now trying to narrow their choice to two or three colleges to which they will later send for catalogues and application forms. To make this "narrowing down" possible, the *Handbook* presents in comparable form descriptions of the 184 member colleges of the College Board, together with essential information about location, size, terms of admission, programs of study, freshman year, costs, financial assistance, and where to write for further information. The statements were prepared by the colleges themselves. All the colleges in the *Handbook* are fully accredited. For that reason the colleges do not usually refer to accreditation in their statements. Each college was asked to describe briefly its essential characteristics. Colleges are at once very much alike and surprisingly different. It is this elusive difference which the opening paragraph of each statement tries to suggest.

The description of the college passes naturally into an explanation of its programs of study. Some institutions have chosen to set forth only their broad programs, such as liberal arts or engineering; others, particularly those that are complex in organization and those whose curricula are unusual, have described their programs in greater detail. For the student choosing his program for career reasons rather than personal reasons, this is an especially important section. Those students who wish to enroll in ROTC units will find Army, Navy, and Air Force ROTC units in the member colleges listed separately.

In the "Admissions" section of each statement, the college presents as much information as space allows about the criteria that are used and their relative importance. The terms of admission both for freshman applicants and for transfer applicants are given. The College Board tests required or advised and the preferred date of examination, if the college has a preference, are also included. The table which begins on page 397 summarizes the colleges' regular test requirements, testing dates, and dates by which applications for admission should be submitted. The section which begins on page xxxix lists those colleges

which grant advanced course placement to entering students who present evidence of superior ability and school preparation.

In the *Handbook* each college gives a statement of expenses, usually both "low" and "average" expenses, and, where necessary, elaborates. The qualities desired or circumstances required of scholarship applicants, the number and range of scholarships, loan funds, and opportunities for employment are presented as a separate section. A student applying for a scholarship usually follows the same procedure as one applying for admission, with two exceptions: He must say that he is applying for a scholarship, and he must apply early—the earlier in his senior year, the better.

In addition to the scholarships offered by the colleges, some scholarship programs are administered jointly by several colleges, by corporations, by unions, or by other organizations. The general characteristics of financial aid programs, both those offered by colleges and those sponsored by other organizations, are described in the section beginning on page xiii. The colleges which require candidates for financial aid based on need to submit the College Scholarship financial information form are listed on page xxxii.

KETS, JOHN. *The Crack in the Picture Window*. New York 3: Ballantine Books, 101 Fifth Ave. 1957. 158 pp. 35¢. A critical analysis of housing developments in which the author reveals some startling facts.

KING, HELEN. *Your Doodles and What They Mean to You*. New York 17: Fleet Publishing Corporation. 1957. 206 pp. \$3.95. The author has drawn on a file of thousands of doodle samples collected over a period of twenty-two years. Her research has resulted in a most entertaining and informative approach to a subject that concerns almost anyone able to grasp a pen, pencil, or a piece of chalk.

Properly defined, a doodle is an objective pictorial production embodying the symbolic elements of the dream yet made by the hands and guided by the unconscious while the conscious mind is focused elsewhere. Even more than handwriting, it can reveal the basic drives and longings that shape the outward personality. These unconscious "artistic efforts" do not necessarily reflect an unhappy state of mind, for in many cases the linear quality and direction of our scribble patterns express our most worthy interests and aspirations.

There is no denying, however, that the doodle is often a product of hidden tensions, and as much, it can be a most helpful tool to the psychologist or psychiatrist seeking to arrive at the cause of adjustment problems relating to business, social, or family life.

The book classifies, illustrates, and explains the great variety of doodle types. The reader will find that in many cases he shares his "style" with one of the many prominent personalities who have contributed samples for discussion and analysis. Even those who never doodle are categorized and accounted for.

KUBIE, N. B. *The First Book of Archaeology*. New York 21: Franklin Watts, Inc. 1957. 67 pp. \$1.95. This book tells the story of archaeology from the early digs of the amateurs to the scientific excavations of today. Exciting stories of men who have followed clues deep underground and have discovered ancient cities and lost civilizations are combined with an absorbing account of how archaeologists work, what they have found, and what they have learned from their finds.

LANGFORD, GERALD. *Alias O. Henry*. New York 11: The Macmillan Company. 1957. 314 pp. \$5. "You can't write with ink and you can't write with your own heart's blood, but you can write with the heart's blood of someone else. You have to be a cad before you can be an artist." So said a character in one of O. Henry's stories, and it was the author himself speaking. O. Henry was the most highly paid and best known short story writer of his day. Even before his death, a legend had grown up about this elusive man who kept his closest friends at a certain distance and who lived with a secret—a prison record. The legend has never yet been examined critically.

The author is the first biographer to have made full use of this material, and to have included his findings in this accurate, documented, and full-length biography of O. Henry. Speaking of his own life just before his death the writer remarked, "Fiction is tame as compared with the romance of my own life." Readers of the author's searching and sympathetic study will agree.

LARRISON, E. J. *Owyhee: The Life of a Northern Desert*. Caldwell, Idaho: The Caxton Printers, Ltd. 1957. 357 pp. \$5. This is the story of the Owyhee Desert of Idaho, its animals and plants, its geologic and climatic features, and its people. The author has visited Owyhee for parts of five years, primarily to study the activities of the wildlife. How has it adapted itself to such apparently precarious and inhospitable conditions? How does it supply its need for food and shelter in a district of light rainfall? How does it survive the wide temperature range—from 120° to -35°? What special structures and habits are required of desert animals and plants? How have the habits and activities of man been modified by this area?

To answer these and many other questions about life on a "desert"—so named because of its supposed desertion by all living things—the author has spent much time in observing the natural associations of plants, animals, and habitats. The answers are presented in an interesting and easily understood narrative account.

South of the Snake River in southwestern Idaho lie the great light-colored patches which mark the miles of ancient lake beds stretching between the dark masses of rock which dominate the higher levels. There is an irregularity which makes the spectator feel that he is looking at a scene of utter confusion and disorderliness. Mountain ranges stand in the distance, the lower elevations dry, brown, and smooth, their upper flanks roughened by growing shrubs and trees, and their peaks, if they are high enough, striped with banks of summer snow.

This is the desert of Owyhee—monotonous, mysterious, and harsh. Yet, if you were to examine the desert closely, you would find hardly a square yard of its surface which was not crisscrossed with the tracks of animals large and small. The sagebrush is alive with scurrying life at night; small birds flit through the desert scrub by day. Yes, the desert is far from "deserted." And here the many facets of the desert scene are interpreted by the author, in the light of his years of study of the patterns of natural life in the area.

LASLEY, S. J., and M. F. MUDD. *The New Applied Mathematics*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1958. 475 pp. \$3.48. This fifth edition is designed to equip high-school students with mathematical abilities, knowledges, and experiences that will meet their everyday mathematical requirements. The content of the book follows largely the guidance plan recommended in the *Final Report of the Commission on Post-War Plans* of the

National Council of Teachers of Mathematics. In general, the book offers: (1) A maximum course for one year's work in general mathematics. The large amount of material included provides for a selection of topics in accordance with class needs. (2) Provision for individual differences: (a) by grading the exercises, by means of stars, into three grades of difficulty; (b) by offering optional exercises; and (c) by suggesting "play off" activities at the close of each chapter. (3) A vocabulary study at the beginning of each chapter and a "Glossary of Mathematical Terms" in the "Appendix" to enable students to read the content more intelligently. (4) A plan of procedure to improve skill in the fundamentals of arithmetic and percentage. There are class inventory tests with individual follow-up practice exercises designed to overcome any weakness. For maintenance and improvement of the skills attained, there are check-up exercises and review exercises supplemented by achievement tests. (5) Many topics which provide knowledges of value to a consumer in the home or in business. In these chapters there are many exercises which afford application of mathematical processes. (6) Geometry that is intuitive in nature. The students are made familiar with important geometric forms, mensuration, and constructions. (7) Formulas, equations, graphs, and signed numbers which are the most usable topics of algebra. There is also a *Forms for Practice* supplement, the use of which is optional, that provides printed forms to make the business procedures more real. The exercises appeal to the self-activity of the student, increase interest, and produce greater effort.

LEE, W. S. *The Yankees of Connecticut*. New York 17: Henry Holt and Company, Inc. 1957. 315 pp. \$5. The early Dutch called them "Johnnies"—"Johnnies" or "Jankins." But the English "J" was difficult for Germanic tongues, and gradually "Jankins" became pronounced "Yankees." Their neighbors in New York had fixed for all time the name and character of the sons of Connecticut. The book tells how the Yankees' ways and institutions developed, spreading out from the church, which was meeting-house, town hall, arena, civic center, and church all in one.

It shows how the sons of Connecticut went about purging their chosen land of wolves, witches, Indians, Baptists, rattlesnakes, rabble-raising Quakers, the Devil, and their own red-coated cousins in the service of King George. It talks about Yankee merrymaking, Yankee art and farming, the famous inventions of Yankee "tinkerers," and the blue laws, which covered everything from making beer to kissing one's wife "with appetite" on the Sabbath. It recounts the story of Yankee enterprise, from the homespun industries to the "big operators," from prospecting to road-building, from the West Indies trade begun by Master John Coit in 1664 to the commissioning of the atomic submarine in Groton.

And the book follows them as they scattered throughout the country, out-Puritaneering the men of Massachusetts, outbargaining the Yorkers, occasionally outmaneuvering the Pennsylvania Dutch, outtalking the talkative of North Carolina, Georgia, and Alabama. In fact they spread themselves so thin that their traits and trademarks were imprinted from New England to California and came to be mistaken for American traits and trademarks.

MAJOR, HARLAN. *Norway: Home of the Norsemen*. New York 3: David McKay Company, Inc. 1957. 205 pp. \$4.50. This lively new book is an invaluable introduction to one of the most picturesque countries in the world. With his camera and his informative and interpretive text, the author recreates before

you the people and their life against scenic backgrounds and within the framework of his great love for knowledge of Norwegian history, culture, arts, crafts, and sports. By car, air, bus, train, ferry, on foot, and by bicycle, you go with him and his wife to almost every part of the country and enjoy with them the best places to stay, the most delectable foods, and the most interesting and entertaining things to do.

Of particular interest to anglers is the thorough and authoritative guide to Norwegian fishing. Most people, when they think of Norwegian fishing, consider only the salmon; yet trout are widely distributed, and they are game fighters. The chapter about fishing gives pointers on each of the 110 best-known fishing rivers in Norway.

MARBUT, ANN. *The Tarnished Tower*. New York 3: David McKay Company. 1957. 287 pp. \$3.95. Principals in this novel of life in a university town are Jerry Scott, a teacher of political science less interested in learning than in getting to the top of the professional ladder; his wife Peg, unlike Jerry, a human being with values and integrity; and Jonathon Reed, a leading professor at an even larger university, but one who has achieved his success with decency, honesty, and dignity. Peg Scott had married Jerry believing he shared her ideals, and it was not until he wangled an appointment at Charleston State and began to listen to the siren song of the sinister Ross Adams, assistant to the president, that she began to realize the corrupting effects of power and the struggle for it. Wrapped up as she was in the writing of a novel, it was only when Adams and her husband had all but succeeded in taking over the reins of the university from the faltering hands of President Neilson that the scales fell from her eyes. How she faces her problem, torn as she is between love and integrity, what happens to Jerry and the proponents of Big Education, and the fateful role of Jonathon Reed in the development of the crisis on the campus make this story a timely and absorbing book.

MARKS, M. K. *The Holiday Shop*. New York 17: Henry Holt and Company. 1957. 125 pp. \$2.50. Trini Temple, spoiled by her actress mother, is sent to live with her aunt in a country town to go to school and make friends with other ten-year-olds. Trini soon gets to know the boys next door, and they decide they'd like to have a sailboat. To earn money for one, they open the Holiday Shop. Right from the February 14 opening sale of valentines and cookies, the shop is a growing success. But Trini is a difficult partner in the shop for she throws a tantrum everytime she disagrees with the boys. In time, her playmates find a solution, and with further help from her kindly aunt, Trini is on her way to becoming a very likeable person.

MASON, M. E. *Three Ships Came Sailing In*. Indianapolis 7, Indiana: The Bobbs-Merrill Company, Inc. 1957. 246 pp. \$2.75. Three ships came sailing in from the stormy Atlantic, into a bay and up a wide river. The *Susan Constant*, the *Godspeed*, and the *Discovery* were bringing a plantation party of Englishmen to start a settlement in the Virginia land. Among the colonists gazing eagerly at the wild New World was the *Susan Constant's* youngest passenger: twelve-year-old Martin Wynne. He was the doctor's apprentice. And he was full of great expectations that May day in 1607 when the three ships were moored.

Would his master let him explore the forests and rivers? Would he find the riches he hoped for? Pearls lay on the ground as thick as cobblestones, men said, and the Indian houses were roofed with gold. Would there be exciting

adventures with the naturals? Would he have to help Captain John Smith fight these savages? Or would worse danger come from the discontented gentlemen of the party who hated the swashbuckling captain? Martin had thought Virginia would be a true earthly paradise for an apprentice boy. But soon he knew more than London doctors about the ailments men had to suffer in the New World. And if not riches, he had found Indians and adventures aplenty.

MEADE, R. D. *Patrick Henry, Patriot in the Making*. Philadelphia 5: J. B. Lippincott Co. 1957. 445 pp. \$7.50. This definitive biography of Patrick Henry through his appearance at the first Continental Congress in 1774 in Philadelphia was twelve years in the writing. It compares with Douglas S. Freeman's biographies of Lee and Washington. A second volume will complete the work.

From original sources, the author builds up a picture of Patrick as an observant boy, one of eleven children, well-tutored by his father; Patrick as a young man, married, a failure at running a store, studying law and obtaining a license to practice at twenty-four; Patrick the young lawyer, trying suits for damages, debts, and slander, and finally winning fame with the Parson's Cause which brought the first cries of treason against him; Patrick the young patriot, who, on his twenty-ninth birthday, introduced his revolutionary Stamp Act Resolutions and won the day with what Jefferson called his "torrents of sublime eloquence."

The author has uncovered colorful details about Patrick Henry's background, youth, temperament, and beliefs. He is the first Henry biographer to travel to England and Scotland in order to study the places where the Henrys began and the schools where they studied. He goes back into family history to unravel the mystery of Henry's oratorical genius. His delineation of the young Patrick Henry is full of life and warmth.

MEYER, J. S. *The Elements—Builders of the Universe*. Cleveland 2: World Publishing Company. 1957. 252 pp. \$3.95. Here, presented in clear, non-technical language, is the fascinating, little-known story of the 92 natural elements and, since the splitting of the atom, the man-made elements that are the basis of life on earth. Iron, silver, gold, and copper are, of course, familiar to all of us; man has used them since ancient times as tools, as money, or for adornment. Others are even more basic; without hydrogen, nitrogen, oxygen, and carbon, life as we know it would be impossible. Modern chemistry and physics have made further discoveries. During the last 150 years, many important elements (including radium) have been isolated, studied, and put to use for man. And today, nuclear physicists have realized the age-old dream of the alchemist; controlled atomic fission makes it possible to change the basic structure of atoms themselves in order to create new elements. Graphically written and illustrated with photographs and diagrams, this book is a survey of the indispensable chemical elements that underlie and govern our physical world.

MICHELET, JULES. *Joan of Arc*. Ann Arbor: The University of Michigan Press. 1957. 148 pp. \$3.75. "Born in the shadow of the church, lulled by the canticle of the bells, fed on legends, she was a legend herself, swift and pure, from her birth to her death . . . 'I was sent by God; I have naught to do here; send me back to God, from Whom I came . . .'" The strange, elusive beauty of the style of the author, the time and the soul of Joan the Maid are recreated here by Albert Guerard in a new translation of the greatest

of the books on Joan. This first complete English rendition of the nineteenth-century French historian's classic work restores a crucial passage which Michelet had removed from the second French edition.

MIDDLETON, DREW. *These are the British*. New York 22: Alfred A. Knopf, Inc. 1957. 306 pp. \$4.50. Drawing upon his years of experience as an observer of the political and social scene, the author here provides an illuminating picture of our closest ally—with all her weaknesses and strengths. He analyzes the events and personalities, the obsolete customs, and the modern innovations that characterize a Great Britain hovering between a bright and a waning future.

Since 1939, tradition-bound Britain has undergone a series of startling changes brought on by war, the decline of Empire, the coming of the Welfare State, and the disruption of the social order. These changes have had a profound effect on the British character. In writing, the author, who is the London correspondent of *The New York Times*, describes this "quiet revolution by a quiet people." He covers the vital areas of British life: the Crown and Parliament; the parties and the unions; the economy and the foreign office; the crowded cities and the "New Towns"; and the clubs, pubs, cricket grounds, and rugby fields. Portraits of Nye, Winnie, the Duke, Sir Anthony, Hugh Gaitakell, and Harold Macmillan are scattered through this survey of present-day Britain's problems and potentials.

How did the Suez crisis affect the Atlantic Alliance in British eyes? Is the Welfare State here to stay? Can the dollar balance be maintained? Will Britain support European Union? Who are the coming leaders of the Conservatives and Laborites? How has the rise of the new middle class changed British taste? These are among the hundreds of pertinent questions about Britain today which are posed and answered in this book.

MILLER, H. M. *Benjamin Bonneville: Soldier-Explorer*. New York 18: Julian Messner, Inc. 1957. 192 pp. \$2.95. Bonneville Dam—Bonneville Salt Flats—Lake Booneville—all are named for this famous soldier-explorer who served in the United States Army as trail blazer and cartographer for fifty years. Born in the post-Revolution chaos of France, Benjamin Louis Eulalie de Bonneville was named for his father's American friend, Benjamin Franklin. Another understanding friend was Thomas Paine who not only stirred in the heart of young Benjamin a desire for freedom for all men and a love for America, but he also helped the de Bonneville family to come to America. The boy's long talks with Thomas Paine strengthened his determination to become an explorer and serve America.

After graduation from West Point, Lieutenant Bonneville was assigned to posts farther and farther west. But it wasn't until he was stationed at Fort Gibson, Arkansas, that he finally won permission to lead an expedition to the Oregon Country. At the end of nearly two years, Captain Bonneville was heartened by what he and his men had accomplished—they had taken the first wagons over the Rockies, built a useful fort in the heart of the West, explored the Crow country and the Great Snake Plain, crossed the Wallowa Mountains in the dead of winter, found a short route to California.

He sent regular reports to Washington on his progress, and was shocked on his return to civilization to find they had all miscarried and he was no longer an officer in the United States Army. Eventually through the efforts

of President Andrew Jackson, his name was cleared and his achievements fully recognized.

MILLER, H. T. *Christmas at Mount Vernon*. New York 3: Longmans, Green & Company, Inc. 1957. 64 pp. \$2.50. It is the Christmas after George Washington bade farewell to his army and to the Congress. Martha had come to Annapolis to take her beloved "old man" home to the Virginia plantation they loved and were determined never to leave—how little they knew! In Mrs. Miller's pages we see the Washington family life with its host of relatives and visitors, the Washingtons' happy and delightful adjustment to their country days.

The traditional Christmas festivities are immediately under way at Mount Vernon. A large gathering of army officers, relatives, friends, and neighbors assembled to share the Christmas feast with the returned Washingtons. Carol singing, the usual enormous Christmas dinner, and the distribution of the best gifts Washington's war-impooverished state will provide fill the day.

MOWAT, FARLEY. *The Dog Who Wouldn't Be*. Boston 6: Little, Brown and Company. 1957. 248 pp. \$3.95. This is the story of a dog and his boy. The boy was the author. The dog was Mutt, a canine of indeterminate breed and eccentric habits, but also of quite remarkable character and personality. He was, in fact, a dedicated creature—dedicated to escaping the limitations of a dog's life. His whole existence was an effort, pursued with surprising energy and determination, to be something more than nature had decreed.

As the author describes the adventures of the dog who owned him in his youth—Mutt's exploits in tree and ladder climbing, for instance, or his predilection for riding in the family's open car wearing driving goggles which he would adjust with a casual motion of his paw—the reader is inescapably led to the conclusion that Mutt was meant for other things. As a dog, he was only making the best of it.

But his best was extraordinary. Thus, for Mutt, with his inauspicious beginnings, to make himself one of the most celebrated hunting dogs in Canada was little short of genius. A hard schooling in rough-and-tumble neighborhood dog fights taught him a new and revolutionary means of escaping over the heads of his adversaries; what cats could do, Mutt proved he could do better. Seemingly he could adapt himself to anything—even, in the fullness of time, to shipboard life.

NICHOLSON, MARGARET. *A Dictionary of American-English Usage*. New York 11: Oxford University Press. 1957. 683 pp. \$5. *A Dictionary of Modern English Usage* by H. W. Fowler has been, since its publication in 1926, an invaluable aid to all who seek to write and speak English properly and precisely. Fowler's work has a unique position among reference books for its humor and for its wisdom and good sense. This classic is read as often for pleasure as it is consulted for clarification of usage.

During the years since its publication, however, numerous changes have affected language and usage, and many peculiarities of American speech and writing that Fowler either ignored or disdained have become acceptable. As a result there is a need for an up-to-date adaptation that not only recognizes these changes, but also serves as a ready reference for an American audience. The authors satisfies this need by adding to and subtracting from Fowler, while retaining as much as possible of the original which is always a delight to read.

The present volume includes American variations of spelling, pronunciation, and usage, and new entries on words and idiomatic usage, both English and American, that have become current. Without sacrificing Fowler's scholarship and wit, many of his longer and more complicated entries have been simplified and rearranged in order to enable the reader who is pressed for time to find answers more readily. Obsolete material and discussions depending on a knowledge of Latin and Greek have been omitted. Fowler's predilection for examples of incorrect usage is often tempered by citing correct and preferred forms first, and labeling them as such, before illustrating incorrect examples so that the busy reader is able to distinguish right from wrong at a glance. The author has added a number of general articles where new material required them.

NORDYKE, LEWIS. *The Truth About Texas*. New York 16: Thomas Y. Crowell Company. 1957. 288 pp. \$3.95. Here is the story of fabulous Texas and its fabled citizenry, set forth by a native son. Starting his tour at somnolent Gonzales, the cradle of Texas where began the Chisholm Trail and the Texas cattle business, the author traveled the state by natural regions, following as nearly as possible the route of settlement. Each section, town, and city gets its due; and there are longer profiles of San Antonio, Houston, Dallas, and Fort Worth.

All along the way his account is enlivened with delightfully flavorful anecdotes and stories, with eccentric millionaires, lovely women, lush oil, risky cattle, mushrooming cities. Most especially we get an inside view of the tantalizing intangible known as the Texas character. Texas history is all here, too, in its own informal way. Emphasis is on the lesser-known events, assuming that the reader is weary of Davy Crockett and the Alamo. (Besides, says the author, Crockett was in the Alamo and couldn't get out. The real heroes were the thirty-two men *outside* who had to fight their way into the doomed fortress.)

There are great contrasts, old cities like Laredo and new ones like Lubbock, the prairies and the piney woods, the "Barefoot Nation" of East Texas and the "sin capital" of Galveston, the rich and the poor, the Shamrock Hotel and some appalling slums, Neiman-Marcus and Sears Roebuck. The Texas rangers, the King Ranch, and other Texas institutions and newspapers, as well as the outstanding personalities and "characters" who have contributed to Texas history also have their place in the story.

NOURSE, A. E. *Rocket to Limbo*. New York 3: David McKay Company, Inc. 1957. 192 pp. \$3. Lars Heldrigassen, trained as a planetary ecologist to assist in Earth's search for new and habitable planets for colonization, is assigned to the Star Ship *Ganymede* for his first field experience, on what is supposed to be a routine run to a known star system, Vega. Once on board and in space, he learns that his bunkmate is Peter Brigham, an old and unpleasant acquaintance from school, and that the ship is in reality out-bound to an unknown planet of the distant star Wolf, in search of an exploratory ship which landed there previously and disappeared without a trace.

When the true nature of the voyage is known, a group of the crew led by Peter attempt unsuccessfully to mutiny and turn back. How the mutineers are stopped, how landfall on the unknown planet is accomplished, and what the men find on Wolf IV make a tale of adventure that is science fiction at its convincing best.

O'CONNOR, PATRICK. *The Lost Harpooner*. New York 3: Ives Washburn, Inc. 1957. 189 pp. \$2.75. The glamorous but rugged days of nineteenth-century whaling live again in this tale of a young man's search for his father, believed lost from a whaling boat in the South Pacific some years before. Like all adventurous boys of the mid-1880's in mystic Connecticut, Peter dreamed of going to sea on a whaling ship. When a sea captain returned from a long voyage with a carved whale's tooth identified as the work of his father, Peter set out on the whaler *John P. Elliott* to find him. Early in the voyage he was marooned with his friend Ben on an ice floe off Greenland, and later in the South Pacific was set adrift in a small unprovisioned boat with Ben and the hated captain of the *Elliott* after his crew had mutinied. How they met this desperate situation, and continued the search for Peter's father, brings this fascinating account to its exciting climax.

OOKA, SHOHEI. *Fires on the Plain*. New York 22: Alfred A. Knopf, Inc. 1957. 254 pp. \$3.50. This novel is set in Leyte, when the Japanese Army is disintegrating under the hammer blows of the American landings. Within this larger disintegration there is another—the disintegration of a single man, Private Tamura. One by one, each of his ties to human society is destroyed, until he, a sensitive and intelligent man, becomes an outcast on the verge of cannibalism.

Almost devoid of the will to survive, he hears of a port still in Japanese hands, and struggles to walk there through the American lines. Danger means little to him; death would often come welcomed. Worst is the lack of hope, the lack of anything to carry a man through either to safety or to sanity. Tamura is subject to hallucinations. He is fascinated with the cross on a church steeple, and this leads him to murder a Filipino woman. He fancies himself an angel enjoined by God to eat no living thing, but even angels fall.

Tamura is never less than human. The sequences that deal with this are among the most terrible, the most moving, and the most compassionate in the book. Shocking as the outward events are, the greatness of the novel lies in its spirituality, in its uplifting vision of God in a moment of ultimate horror.

OSMOND, EDWARD. *Animals of the World*, Volume II. New York 11: Oxford University Press, Inc. 1957. 35 pp. \$2.25. This is the second volume of *Animals of the World*, a series which includes animals typical of the various regions of the world. Here the author in an easy-reading style presents in detail the habits, characteristics, and natural surroundings of these animals. The text is heavily illustrated with line drawings and maps, making this a highly informative and concise study.

OUTHWAITE, LEONARD. *The Atlantic, A History of an Ocean*. New York 16: Coward McCann, Inc. 1957. 479 pp. \$6.50. This is the story of the Atlantic Ocean—its structure and behavior, its history and meaning. It tells how this ocean was discovered and used by early adventurers and explorers; who sailed upon it in times past and what their purposes were; what ships were used, where they meant to go, and where they actually landed; how trade developed and conflicts of interest arose; what societies have grown up around the Atlantic shore; how the winds and currents of the Atlantic have effected its history; how man learned of the structure and behavior of this ocean; and what the importance of the Atlantic is in our past, present, and future.

Beginning with the small Mediterranean world of classical times, the author shows how man gradually pushed out into the great ocean and sought those

unknown worlds beyond the horizon. There were the Vikings who explored the North American continent hundreds of years before Columbus, and later during the sixteenth century the extraordinary expansion of Spain and Portugal. After the age of exploration and colonization, the author tells us of the whalers and the whaling industry, of the slavers and the slave trade, and of Matthew Fontaine Maury who, during his lifetime, laid the foundations for two separate sciences—oceanography and meteorology.

In the field of ocean travel, we progress from the packets to the clippers to the coming of steam and steel. The author tells us how the first transatlantic cable originated and how it was laid across the ocean floor. There is a chapter about those brave individuals who sailed alone across the Atlantic in small craft, and, in contrast, we learn how speed, elegance, and luxury became the standards of ocean travel. The author discusses Atlantic warfare both past and present, and there is the story of flying the Atlantic.

PACKARD, VANCE. *The Hidden Persuaders*. New York 3: David McKay Company. 1957. 283 pp. \$4. This book is your eye opener, your guide to the Age of Manipulation into which we are fast entering. Here you will learn what the new breed of depth men, the motivational researchers, are learning about you the ordinary citizen, as they glide through your subconscious, charting your hidden urges, fears, frustrations, and wish fulfillments. What they are learning about you, your family, and even your children will astonish you. And how they are using this information to engineer your consent to buy, believe in, and even vote for what they want you to may well give you a slightly chilly feeling along the spine. These new techniques of research and symbol manipulation have become the basis for a multi-million-dollar operation. Indeed, wherever two or three men in grey flannel suits are gathered together along Ad Alley—Madison Avenue—figuring how to part you from more dollars, the subject of motivational research and how and whether to apply it to you is never long absent from the discussion.

The author initiates you into their eerie world of psychology-professors-turned-merchandisers and public-relations-men-turned-psychoanalysts, and tells you how they operate with their word-association and ink-blot tests. In such arresting chapters as "Babes in Consumerland," "Back to the Breast, and Beyond," and many others, you learn why your wife buys 35 per cent more in the supermarket than she intends to, what sort of neighbor will buy a Buick or Fire Chief gasoline, and what brand of cigarettes he will smoke. You will also be introduced to the new kind of politician who thinks in terms of father images. Analytically and dispassionately, but with humor and in nontechnical style, the author weighs the successes and failures of these apostles of the new persuasion and shows you where they are aiming to take you.

PATCHETT, M. E. *The Chance of Treasure*. Indianapolis 7, Indiana: The Bobbs-Merrill Company, Inc. 1957. 220 pp. \$3. When Uncle Porty Brevitt invited his nephews and nieces to go on a skin-diving expedition, none of them realized just how much adventure was in store for them all. The four young Brevitts were accustomed to the everyday dangers of southern Queensland, but the islands off the east coast of Australia, within the Great Barrier Reef, were unfamiliar territory. Even the skin-diving equipment—goggles, flippers, snorkels, and aqualungs—made the Brevitts feel that they were entering a strange and fascinating world. And so they were.

Learning to take care of themselves in the water is just the beginning for this group of modern adventurers. Scarcely a day passes without a new experience—either unexpectedly funny, startling, or dangerous. Crocodiles, sharks, the vicious moray eels and even giant turtles make life along the Great Barrier continually hazardous. Nine-year-old Clem, the “mother” of the group, has her hands full trying to keep the others, particularly Potty (who is only three), out of trouble. But no one could keep Potty out of trouble for long!

PATRICK, P. H. *O'Po of the Omaha*. Caldwell, Idaho: Caxton Printers, Ltd. 1957. 229 pp. \$3.50. How did the American Indian live before the coming of the white man changed the ways of his people? Against an authenticated background, this story shows the daily, intimate life of a tribe which had never fought the whites and which had lived, unmolested, on the banks of the Missouri River for generations. We go into the well-ordered earth-lodge home where each child has his allotted place on the couches along the wall, the older boys close to the entrance ready to defend it if need be, and the smaller children in more protected places. We hear the poetical chant of the holy man before the lodge where “a new life has come”; we see how wholeheartedly the tribe watches the “setting upon the path” of the toddling child; we follow the young lad when he goes on his lonely vigil to the hill of the Holy Fire Place to get his vision and his song.

We see our young Indian friend as he plays games with the other Omaha children, help him take his turn on the watching platform when he must keep the crows from stealing the sprouting corn, and sympathize with his temptation to creep into the Sacred Tent to see why the ball of grass bursts into flame when the Keeper of the Tent throws it. We live with him through two attacks by hostile Indians, and we learn the real meaning of the Omaha scalp dance.

We sense the Indian boy's hurt when he must miss the summer hunt and be “one who sits halfway”—stays home to care for the aged grandmother. But the next year we share the discomforts and the excitement of the arduous march, the thrill of the buffalo chase, the joyous feasts, the ceremonies, and the solemn rites which take place on the return journey.

PINKERTON, KATHRENE. *Year of Enchantment*. New York 17: Harcourt, Brace and Company. 1957. 224 pp. \$3. Gold had brought Judy's father to Alaska, and the mine he was opening showed real promise. But, as young Rod Baird told Judy the day he came over from his store on Rampart Bay, the real gold of Alaska was not metal but salmon—the big king salmon and, more important, the “pinks” that returned each spring to spawn in the rivers. To own a trap on one of these rivers meant a good living, but there was keen competition for sites and a tremendous expense involved in building the intricate traps.

Rod had a scheme to rejuvenate a nearby river, which had once been the Indians' richest fishing ground. He believed—and it made sense to Judy—that if the river were cleared of debris, the salmon would return to their old breeding grounds again. No one else, however, had confidence in Rod, a hairbrained “kid” who would ruin his family before he was done. Nothing could shake Judy's faith in Rod, and even during a long trip that her father abruptly arranged for her to take, her enthusiasm never wavered. In her heart, Judy knew that her future lay with Rod and with Alaska.

POND, S. G. *Ferdinand Magellan: Master Mariner*. New York 22: Random House. 1957. 188 pp. \$1.95. When, in the year 1519, Ferdinand Magellan stood on the deck of his flagship, ready to set sail on one of the most daring and adventurous voyages the world has ever known, it was the moment he had dreamed of from the first day he went to sea. He believed that somewhere there must be a passageway—an unknown strait—connecting the Atlantic Ocean with the mysterious sea beyond, and he was determined to find it. He had been refused ships and men by his own King Manuel of Portugal, but the King of Spain had supplied them.

Only a few men had faith in the venture, and not even Magellan foresaw the difficulties that were in store for him. For, in addition to the perils of sailing uncharted seas, he found himself faced with villainous plots against his life instigated by the jealous King of Portugal, and intrigue and treachery at the hands of his own mutinous crew.

RATHBONE, J. L. *Teach Yourself To Relax*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1957. 232 pp. \$4.95. This book is supposed to teach a person to relax without sedatives. The author replaces the drugs with a simple five-step program to ease tension and thus puts his mind at rest long before his head hits the pillow. She shows how to spot these tell-tale signs before trouble begins. Then, following her advice, the reader should be able to release his tensions. By totally relaxing the body, rhythmic techniques are presented as a means to banish nervousness and fatigue—to make a person more agile and alert. He should be fresh and clear minded every morning, ready to give his best all day long. Perhaps a poor diet is undermining his health? Here he discovers how small changes in the diet can build up his energy and reduce fatigue.

RAVIELLI, ANTHONY. *An Adventure in Geometry*. New York 22: The Viking Press. 1957. 117 pp. \$3. In concise text and graphic art, this wonderful world of geometry is revealed. First the author describes the various geometric forms: triangles, circles, pyramids, and spirals. Then he shows how they occur in nature: "Spirals of snail shells and periwinkles swirl like an angry sea, while the rippling spiral of a clam shell is like the tap of a gentle wind on the surface of a placid lake." Also considered are such provocative subjects as projective geometry, which is concerned with the distortions that occur when we look at things; how shapes affect our feelings ("There is restfulness that greets our eyes when we look at the serene beauty of rolling meadows, crescent-shaped sand dunes, and calm seas"); and non-Euclidian geometry, which has helped to solve many mysteries of astronomical space that could not be solved with Euclidian geometry alone. This book, with its many drawings of geometric forms and the natural objects reflecting them, will enable the reader to see the "bare and austere beauty that lies beneath the variegated trappings of the world," when he walks along a sandy beach, or down a country lane.

RICHARDSON, H. A. *Games for Junior and Senior High Schools*. Minneapolis 15: Burges Publishing Company, 426 South Sixth St. 1957. 17 pp. + 171 cards (6½" x 3¼"). \$2.75. The 171 games in this collection are primarily active games and are representative of those enjoyed by junior and senior high-school students, by both boys and girls. Most are vigorous, competitive games useful for physical education and for either informal play or organized recreation. The games represent varying types of skills for active play appealing to both the skilled and the unskilled player. Some are particularly identified

for mixed groups (girls and boys) and suitable for active play at picnics and parties. None requires elaborate equipment or facilities.

Certain games are omitted from this collection. It is intentional that games incorporating unnecessary safety hazards, such as leaping to the back of another player, kicking balls to hit a player, and throwing pointed sticks, have been omitted. Games requiring unusual equipment and facilities are omitted, also. Many of these, including water games, minor sports, and games with complex organization and rules demanding unusual skills and techniques, are of considerable value and should be a part of physical education and recreation programs.

The games are arranged alphabetically by titles with each game presented on a card. At the top of the card, each game is identified in reference to (1) game classification, (2) where the game may be played, (3) the recommended number of players, and (4) the necessary equipment for play.

RIPLEY, ELIZABETH. *Rubens*. New York 11: Oxford University Press. 1957. 72 pp. (7 $\frac{1}{2}$ x 10) \$3. A great artist and a great statesman, Peter Paul Rubens was a man of remarkable vitality. As a statesman, he devoted himself to working for peace, visiting the courts of some of the most powerful Kings of Europe and Britain as an ambassador. As an artist, winning fame in his own lifetime, he traveled over Europe and decorated large palaces and churches with his paintings.

In this concise biography, the author shows Rubens working and studying in Italy, where the foundations of his style were laid. And she follows the development of his own distinctive style, which became a strong influence on the French and English painters of the following century. Not only has the author pinpointed the greatness of Rubens' contribution to art, but she has also given an impression of his personality and character and the mark they made on his time.

ROWE, VIOLA. *A Way with Boys*. New York 3: Longmans, Green and Company, Inc. 1957. 190 pp. \$2.75. A pretty girl with many friends, but even red hair did not give Barbara Gilbert confidence, until—she and her best friend, Wilma Andrews, are planning to return to the resort where they had such fun and where they met that handsome Bruce. Wilma goes, but Barbara must help her family make a success of the summer colony they have started. Being a thoroughly nice person, Barbara throws herself into it with enthusiasm. There she is, Bruce far away, the boy on her grandparents' farm—so she thinks—laughing at her, Casey making pay the store she suggested reopening, but being very offhand with her. When popular Marta arrives, she seems to have no such problems, even Barbara's little brother admires her. Grandmother's homely philosophy is comforting, though Barbara does not quite understand all of it.

SACCHI, FILIPPO. *The Magic Baton—Toscanini's Life for Music*. New York 16: G. P. Putman's Sons. 1957. 224 pp. No conductor has ever been as universally admired as the late Arturo Toscanini. His career spanned more than a generation, from the first performance of Verdi's *Otello* in 1887 to his death in 1957 when he was still working on his symphonic recordings. In this biography, the author not only gives a vivid and detailed account of Toscanini's life and career, but also views the wide musical scene in which it lay.

The author, who for many years has been a journalist in Turin, once Toscanini's home, and in Milan, where some of the finest years of the maestro's

career were spent at the Scala, has written this book out of long acquaintance with him and his family, and extensive researches and interviews with every kind of friend and eye witness. He presents a vivid evocation of the various phases of Toscanini's career: his musical training at Parma; the fiasco during an operatic tour in Brazil, which led to his first almost accidental performance as a conductor, of the opera *Aida*; musical life in Turin of the '90's; his acquaintance with Verdi, Catalani, and Boito; his advocacy of the best traditional Italian operas and the new works of Puccini against the overwhelming German influence during his first stormy season at the "Met"; his building up of the Scala to its glorious pre-eminence in the operatic world, and so on down to his last concerts in America. The background and supporting personalities of all these phases are fully described, and in each of them the development of the conductor's ideas about music and technique in management and execution are fully examined. The story is enriched by many unpublished anecdotes about Toscanini and his associates.

SAGENDORPH, ROBB, editor. *The Old Farmer's Almanac Sampler*. New York 3: Ives Washburn, Inc. 1957. 314 pp. \$5. Along about Thanksgiving time, when turkey and pumpkin pie are gladdening the inner man, a familiar friend, *The Old Farmer's Almanac*, arrives upon the scene as it has each year since 1792. Now more popular than ever before in its long history, it goes into over a million homes throughout the country and in the far corners of the world.

From its beginning, the *Almanac* has played an intrinsic part in our nation's life. In the homes of countless pioneers, the *Almanac* and the Bible constituted the entire library. It served as a calendar, weatherman, agricultural adviser, medical consultant, and a great many other things. Its miscellaneous information ranged from the signs of the zodiac to the latest gags, and its well-thumbed pages were consulted daily.

For this book its editor has brought together for the first time a choice sampling of the wit, wisdom, and entertainment of the *Almanac* in other years. Here, in selections reflecting the times in which they were published, are bits of homely philosophy; anecdotes, comments, and advice on the daily life of a changing America; recipes for such typical American concoctions as cider and baked beans; poetry and special features, and amusing stories of the *Almanac's* famous weather forecasts.

SCHEELE, W. E. *Prehistoric Man and the Primates*. Cleveland 2: The World Publishing Company. 1957. 121 pp. (8 $\frac{3}{4}$ " x 12") \$4.95. Ever since Darwin, the story of prehistoric man and his relationship to other primates has fascinated, sometimes confused, and occasionally provoked people of all ages. In this book, written and illustrated by the knowledgeable director of the Cleveland Museum of Natural History, confusion is dispelled and the true facts about man's earliest beginnings as far as we know them are clearly and graphically presented.

What makes man different from "the monkeys"? How many species of human beings are there? Were our ancestors giants? How did man live through the ice age? What are the basic racial stocks of recent man? The answers to these and many other questions make an absorbing story. For scientists have been able to deduce much from the sometimes fragmentary remains of prehistoric man—the "apemen," Heidelberg man, the Neanderthals, and other human types that preceded Cro-Magnon man.

SCHERMAN, KATHARINE. *Catherine The Great*. New York 22: Random House. 1957. 190 pp. \$1.95. On January 1, 1744, a fat letter with an impressive seal was delivered to the mother of a fourteen-year-old German princess. It was from Empress Elizabeth of Russia, one of the most powerful monarchs of all Europe. Suddenly the young princess was wildly excited. Her father and mother hid behind closed doors for days to discuss the royal message, but their lively daughter had no doubts. This was an invitation for her to become the bride of Grand Duke Peter, nephew of Elizabeth. What matter if Peter was only a pathetic, stupid boy while she was an intelligent, sparkling girl? He had great wealth and someday he would inherit the Russian throne from his scheming aunt! To most Europeans of that day, Russia was a dangerous, forbidding, barbaric country. Its nobles were richer than most European kings, its people no better than slaves. To this fearsome, fairy-tale land went the little German princess, uncertain what the future would hold, but determined to acquire wealth and power.

SCHREIBER, HERMANN and GEORG. *Vanished Cities*. New York 22: Alfred A. Knopf, Inc. 1957. 382 pp. \$5.75. This book is about the splendor and destruction of cities, a subject that has exercised a magic over the minds of men since ancient times. Nothing on the face of the earth is so romantic, so tantalizing, so stirring to the imagination, as the traces of a vanished city, whether these traces persist in stones and artifacts or in books and folktales. Who has stood before the temples of Angkor-Vat or the majestic ruins of Zenobia's Palmyra, walked the streets of Pompeii, or prowled through Etruscan tombs at Tarquinia without wondering at the life that once flourished in these fallen cities, and at the catastrophe that brought death to them? In this book that wonder is served by two scholars who people the streets, grab the people, and restore the very aid and flavor of vanished cities. Then they tell the story of each city's downfall and the later story of its sometimes forgotten, sometimes rediscovered site.

This book is divided into three parts: cities destroyed by the elements; cities made great through their wealth and destroyed because of it; and cities shattered by war. The contrast between glory and decay is made especially vivid because these cities either no longer exist or exist in a form that has nothing in common with their past importance. In selecting from among the thousands scattered over the world, the authors have emphasized the remote, the fabulous, the tantalizing—those places whose names are found in dim myths, legends, account books, old wives' tales, unread inscriptions, forgotten monuments, caves, abandoned palaces, and ruined temples. These are the names which have always fired the imaginations of poets and adventurers alike. In the pages of this book they gain a new life and a new authenticity.

SCHUMAN, F. L. *Russia Since 1917*. New York 22: Alfred A. Knopf, Inc. 1957. 552 pp. \$6.50. The author traces the course of Soviet power from the world-shaking days of the October Revolution down to the era of the "big thaw" and the crises in Eastern Europe and Suez. He analyzes every significant aspect of Soviet politics, economics, and society. His own impressions from his third trip to Russia in the spring of 1956 contribute to a frank picture of the realities of Soviet life.

The core of this book is the complex interaction between domestic problems and foreign outlook in the Soviet system. After describing the impact on modern Russia of barbarian migrants, Mongol invaders, and Romanov Tsars,

the author shows how the actual practice of communism—as exemplified in the NEP, the Five Year Plans, the Moscow trials, and the “cult of personality”—has contrasted with the idealized theories of Karl Marx. He presents word-portraits of the major Soviet leaders—Lenin, Trotsky, and Stalin, as well as of Molotov, Malenkov, and Khrushchev.

This book pays special attention to the changing relationship, bred of fear and suspicion, between East and West. It places in a new light the struggle of the Allies against the Bolsheviks in 1919-20, the era of coexistence between two world wars, the crisis of Fascism, the break-up of the Grand Alliance into the “cold war,” and the crucial years since Stalin’s death, when diplomats of both sides have groped for power and for peace. The book concludes with a glimpse into Moscow’s future conduct in the arena of world affairs.

SCOTT, J. I. E. *Getting the Most Out of High School*. New York 11: Oceana Publications. 1957. 144 pp. \$2.50. This book suggests useful, positive answers to these questions. Aimed at the high-school student, his parents and teachers, this book is a self-help manual which shows the way to successful adjustment to one’s self, one’s classmates and teachers, and one’s ambitions in life.

The author, a practicing school administrator, tells the story of the American high school and its emergence as the finest public educational institution in the world. Charts tell the story of the relation of education to job and income. Self-tests help the reader to measure the effectiveness of his study and work habits and to improve them. Emphasis is placed on personality as well as mastery of subject matter as the key to successful learning. Closing chapters deal with the problems faced by youngsters going on to college, those seeking employment after high school, and the requirements of military service as they may affect plans. Throughout the book, personal case histories add to interest and readability and dramatize the points which the author seeks to make.

SCOTT, GENERAL R. L. *Between the Elephant’s Eyes*. New York 3: Ballantine Books. 1957. 191 pp. 35¢. A true story of the hunt for the largest elephants in the world.

SHAFFER, ROBERT. *The Crocodile Tomb*. New York 17: Henry Holt and Company, Inc. 1957. 190 pp. \$3. An archaeological mystery, the story of young American Bruce Brandon, eager to ascertain more about the graves of Egyptian gods, is set against a background of the Land of the Pyramids. Here, the pyramid is shown in an economic as well as archaeological sense through Bruce’s visit to the Seamica family, who thrive in privilege at the top of the economic triangle. Bruce’s determination to find mummified crocodiles, which he believes were spirited away by reactionary priests during the reign of the ruler Akhenaten, who tried to introduce monotheism into Egypt, results in new discoveries at a pyramid on the Seamica farm.

SHALER, ELEANOR. *Guant’s Daughter*. New York 22: The Viking Press. 1957. 246 pp. \$3. Cordelia Lovell, seventeen years old, faces a decision which will affect her entire future. Her homeless childhood has been spent touring from theater to theater with her actress mother, her playgrounds the floor behind the curtains of many dressers, her school lessons done mostly by mail. Her father, Richard Guant, is a celebrated matinee idol, but Cordelia knows him only through what her mother told her, none of it good.

After her mother's death, Cordelia resolves to go on earning her own living on the stage. But this is frowned upon by her guardian, Uncle Howard Lovell, the somber, correct head of a lovable family who all want Cordelia to "come home." They compromise by allowing Cordelia just one summer with a good stock company. There she meets and acts with her famous father. Although he is cold as ice in his insistence that, if she wants to continue her acting career, she must give up all that may hinder her—including dates with a devoted young man who plans to become a smalltown physician—she is fascinated by his brilliance and charm. Surely she must remain an actress—as Guant's daughter! A near-tragedy challenges the dream. The unexpected outcome rings down the curtain on this fine portrayal of a modern, stage-struck girl who finds through experience her own way to love and the prospect of happiness.

SHIRREFFS, G. D. *Son of the Thunder People*. Philadelphia 7: The Westminster Press. 1957. 174 pp. \$2.75. Deep in Arizona Territory, near dread Apache Pass, Alan Warden gets separated from his family during an Indian raid and falls captive to the marauders. A lucky flash of lightning convinces them that he derives power from the supernatural Thunder People. Wrapped in this protection, he is adopted by the leader of the Apache village, Coyote, whose son Never Still befriends his white foster brother. At his new mountain home, Alan has no choice but to train with the Apache boys for life as a warrior. Already well built, he develops great strength and skill and arouses the undying hatred of Yellow, an older boy who is driven from the camp for his mean trickiness.

Several harrowing incidents heighten the Apaches' belief in Alan's superhuman attributes, and in spite of his constant plotting to escape, he finds himself thinking not only as a fifteen-year-old boy from Illinois, but also as a hardened Apache youth who never lies, or cries out in pain, or flinches at the sight of blood. Abhorring the prospect of joining the warriors in raids against the white man, Alan gets back at last to his own people. He consents, partly under pressure of being called a renegade, to lead the American soldiers to Coyote, who has linked forces with the fierce Geronimo.

SHUTE, NEVIL. *On the Beach*. New York: William Morrow. 1957. 320 pp. \$3.95. This is a stirring, provocative story of nine climatic months in the lives of people who, after a short but intense atomic war, can forsee their own end. The time is 1963, a final war has been fought during which some 4,000 cobalt bombs have been dropped, and the end of humanity has about arrived. The people realize that the wind will bear radiation sickness and death in a short time; suicide pills have been issued by the government. People have given up. Everywhere there is desolation. Woven within is a romance between a young woman who had dreamed of visits to Paris and also marriage. She meets an American submarine commander, both fall in love, but he believes his family is still alive in Connecticut. When he learns that America lays waste, he sees no future. The story ends with the woman taking her own life. Senator Symington has said, "Every American should read it. It vitalizes and makes an immediate personal problem out of what too many people have been unable or unwilling to accept as a possibility."

SMITH, R. R., and P. P. HANSON. *Trigonometry*. Yonkers, New York: World Book Company. 1957. 456 pp. \$3.72. The book begins with the generally accepted approach through the acute angle of the right triangle. Following

this is an introduction of vectors, important in physics and advanced mathematics. The treatment of approximate numbers is sound and realistic. Because there is no universal agreement on all aspects of approximate numbers, a thorough discussion of approximate numbers is reserved for the college level. The authors recommend a system that should give satisfactory results and be convenient for use in practical solutions of the type met in the study of trigonometry. The treatment of imaginary and complex numbers is an extension of that given in second-year algebra. Here, however, the student is given a better idea of the reality and usefulness of these numbers. Exponential relations, which are especially useful in electronics, are developed for future reference.

The material is presented in chapters, but each chapter is subdivided into a number of lesson units most of which comprise the work of one class period. This arrangement should be most helpful to both teacher and student. There are several features that will be of interest to the teacher. One of these is the preparatory exercises at the start of each unit, which single out and review concepts that will be encountered in that lesson, but which were developed in earlier courses or in preceding lessons; review exercises follow each lesson. The authors state that these are intended to help students retain what they have already learned as they gain new knowledge. Much optional material is included for the better students; parts of lessons, whole lessons, and one entire chapter are designated as "optional." The practical aspects of the slide rule are stressed with attention given to the use of the slide rule in general computation and the determination of sines and tangents.

Standard Junior Dictionary. New York 10: Funk and Wagnalls Co. 1953. 766 pp. \$3.50. This dictionary is designed to meet the requirements of students in the years preceding secondary school. The definitions are clear and intelligently simple. New terms are defined in words already familiar to the student, making his use of this book independent of teacher assistance.

Reading is the basic skill necessary to getting an education. Repeated studies have shown how reading difficulties block the progress of intelligent young people. It is generally agreed that one of the most valuable aids to improvement of reading skill is the ability to use a dictionary. This book is designed to make dictionary use attractive and interesting to all students.

The vocabulary, all in a single order, is comprehensive. In the definitions, fuller understanding is accomplished through the liberal use of illustrative phrases and examples of the words in action. Guide to dictionary use will help the young reader to get the most out of this and subsequent dictionaries he will use throughout life. Large legible type avoids any eyestrain and makes the book more attractive. Synonyms are given with the words to which they belong, where they will stimulate vocabulary development. The 1,500 illustrations include full-page plates. This dictionary carries the same guarantee of absolute authority as the great unabridged *Funk & Wagnalls New Standard Dictionary*.

STINE, G. H. *Rocket Power and Space Flight*. New York 17: Henry Holt & Company, Inc. 1957. 192 pp. \$3.75. This book is the result of thousands of letters that have reached the author's desk at White Sands Proving Ground or come to his home mailbox. Some of these letters have been from young men between the ages of 12 and 20—the rocket engineers of tomorrow. Others came from the thousands of amateur rocket enthusiasts, people who have other liveli-

hoods but desire to keep informed about rockets to better understand the world around them. They all have one thing in common: questions about rockets and space travel.

After carefully studying all the letters—most of which he has tried to answer—he has chosen a group of topics that always seem to bring out questions. In this book he has tried to give the answers in the best way he could without becoming too technical. Interspersed with these answers are some stories and experiences he has picked up at White Sands, mostly to show that rocketry is fun and serious business, both at the same time, and that rockets are built and tested by people like you.

SUMMERS, J. L. *Ring Around Her Finger*. Philadelphia 7: The Westminster Press. 1957. 206 pp. \$2.75. Jack Wagner and Lucy Roberts are two young people in love eager to get married. Jack is studying to be a mechanical engineer, not because he particularly wants to be an engineer, but because his family feels he should prepare himself for a solid future. Lucy is self-supporting, working for the American Bank.

Married, with Jack having left school, they discover that life has changed its flavor. Jack has a difficult time finding a job, and they live with Lucy's parents until they can get a start. Troubles, domestic and financial, persist. When Jack lands a job at the State Hospital nearby, and he and Lucy can move to a place of their own, his pay doesn't meet all their expenses. A baby comes, and Jack and Lucy find that their love is changing and growing, going through subtle transitions.

The young couple decide to risk a move from their home town to the city of Los Angeles. Jack gets a steady job as an accounts clerk, but he is restless and bored. Even new friends—artists, writers, and dancers from schools and colleges and Los Angeles, with fervent talk of the future—cannot change the young people's life to something purposeful and exhilarating. Jack finally realizes that for him marriage means work—work that he and his family can be a part of, work that means something to him.

SWIFT, JONATHAN. *Gulliver's Travels*. Boston 8: Beacon Press. 1957. 328 pp. \$5. Gobin Stair's illustrations at once stamp this book as a *Gulliver's Travels* which has something that was never there before: a translation of Swift's thought into graphic form. Look at these figures, faces, postures—and read behind them into the stupidities, crudities, pretenses, and basic uncertainties that Swift saw so clearly. Here is an "illustrated" Swift in the true meaning of that term. It is a Rabelaisian, yes; but there are basic ideas here which are found in all the great satirists—in Chaucer and Shakespeare and Moliere and Cervantes. Surely here is a new *Gulliver* for most readers—especially for those who thought this was a book for children and those who missed some of the subtleties of flavor in their first reading of *Gulliver* in college.

TAYLOR, L. E. *The Holy Land in Pictures*. San Antonio 6, Texas: Naylor Company. 1957. 76 pp. \$2.75. The eastern Mediterranean, so richly pregnant with the seeds and growth of two of the world's great religions, has, more than any other region of our globe, seen the great sweeping tides of war, the rise, the magnificent flowering, and the fall of civilizations. There is hardly a square mile of the Holy Land upon which a man may not pause and say, "Something happened here."

It is this denseness of history, this stratum by stratum overlay of the splendid civilizations of the ancient world that has, for many centuries, drawn men to its bloody, resplendent, and sacred bosom. For us of the Western world it has one meaning that transcends all other meanings: It is the shining land where Christ was born, where He lived and suffered, where He shed forth the supreme light of our world, and died for our salvation.

The very arrangement of the photographs constitutes a pictorial story of the life of Christ. The emotional tension mounts and mounts as we view these pictures, and, when we come to The Tomb, we are flooded with the engulfing conviction that here, for a time, was the pause, of limitless meaning for us mortals, in the greatest and most beautiful life that this earth has ever known.

THOMPSON, R. W. *The Eighty-Five Days*. New York 3: Ballantine Books. 1957. 220 pp. 50¢. An explosive story of blunders and courage in the battle that might have brought victory in Europe in 1944. It is the story of Allied armies stalled for lack of supplies until the great port of Antwerp could be cleared.

ULLMAN, S. *Style in the French Novel*. New York 22: Cambridge University Press. 1957. 281 pp. \$7. The author in this book singles out and examines certain important elements in the style of French novelists. He begins with the devices used by the Romantics to give their writing local color—Stendhal on Italy, Merimée on Spain, George Sand on country life, Balzac on the underworld of Paris. He then illustrates the decisive influence on European literature of Flaubert's use of indirect speech, and the Goncourts' experiments with the structure of the sentence in their efforts toward impressionism in prose. He goes on to examine a single device, variation in word-order, and illustrates the theme from the novels of several authors. The last two chapters discuss imagery, first in Proust, then in the novels of Giono, Bazin, and Sartre.

The author is aware that while single elements can be isolated, they must be examined as parts of the whole structure of a book, contributing to a total effect. His work is an interesting extension of linguistic studies. Though he is dealing with "technical" devices (the free indirect style, the nominal construction, inversion in word-order, synaesthesia, imagery), he expresses himself in non-technical terms. Readers who know French will have no difficulty with the exposition, and will be stimulated by this account of the revolution in French literary style since the early nineteenth century.

WALTERS, RAYMOND, JR. *Albert Gallatin*. New York 11: The Macmillan Company. 1957. 473 pp. \$7. This study brings to life one of the truly great men of American history. Albert Gallatin bore his honors of statesman, diplomat, financier well—his patriotism was sincere and abiding; never did he make a parade of it.

Through his resourceful and tireless leadership of the Democratic-Republican forces in Congress, this native of Switzerland was, perhaps, more responsible than any other man in bringing about the election of Jefferson to the Presidency. For this he was appointed Secretary of the Treasury in 1801, a position he held for twelve years. No other Secretary of the Treasury has yet equalled Gallatin in length of service; few men who have served the Federal government since have matched his abilities as an administrator. Gallatin's greatest service to his adopted country was his inspired guidance in financial matters; but he was not content to act only the part of financier. By his policies, he shaped the political and social destiny of the United States. His influence extended also to foreign relationships, military and naval affairs, and internal improvements.

In 1813, he began his ten years of diplomatic service abroad. As a diplomat, he led the negotiations that brought the War of 1812 to an end, won important trade advantages for his country, and saved for the United States against the pretensions of Great Britain the present states of Washington and Oregon. No less exceptional were his activities during the last two decades of his life. He was a leader of the New York banking community during several periods of great stress. His contributions on the ethnology of the American Indian have become part of the essential, enduring fabric of the science.

WERNECKE, H. H. *Christmas Songs and Their Stories*. Philadelphia 7: The Westminster Press. 1957. 128 pp. \$2.50. Here is a selection of facts about Christmas songs from different countries and different racial backgrounds. In addition to presenting the complete words, with variations in some cases, of 54 songs, it gives the origins of the songs, the stories of the writers and composers wherever possible, and offers pertinent information on where music for the songs may be found today.

Here is a book for those who enjoy Christmas music and like to read about how different peoples at different times have expressed the spirit that makes this holy day so well loved. It will also be warmly appreciated by those who have been aware that there has been no other book available dealing with more than a half dozen or a dozen Christmas songs, their history, special characteristics, content or suitability for use in special ways.

Included in this collection are such beautiful and widely varying songs as "Away in a Manger," "Watchman, Tell Us of the Night," "The Boar's Head Carol," "Go Tell It on the Mountains," "O Holy Night!," "Brahm's Cradle Song (Christmas Verison)," and many others—familiar songs such as "O Come, All Ye Faithful" and "Deck the Halls," and such unusual ones as "He Became Incarnate," a Christmas carol of India. The international flavor of the book is vividly emphasized with the national and racial grouping of selections given at the end of the volume, while such little-known facts as the symbolic meaning of the holly and the ivy and anecdotes connected with the traditions of certain songs help bring unusual interest to the whole book.

WHATMOUGH, JOSHUA. *Language: A Modern Synthesis*. New York 22: New American Library of World Literature, Inc. 1957. 240 pp. 50¢. An exploration of the miracle and magic of language, including latest discoveries and research in communication.

WHITCOMB, HELEN and JOHN. *Strictly for Secretaries*. New York 36: Whittlesey House, McGraw-Hill Book Company. 1957. 167 pp. \$3. Secretaries starting their careers or young men and women preparing for secretarial work will find this book a mine of information. Do you know—The most effective way to apply for the position you want? The best preparation for the top secretarial job in your concern? Do you know—How to cope with personality problems—your own and your boss's? How to get along with your co-workers? And how to handle awkward social problems in the office? Do you know—The best reference books you should have at hand? The many ways to make your letters and reports betterlooking?

This book has many interesting and amusing true stories of business today. The range of secretarial know-how is well indicated by these chapter titles: Look Over the Field; The Job Interview; Is This the Job for Me?; Grooming for a Top Position; Got the Too-busy Blues?; The Care and Pleasing of Bosses; Personality Pluses; Meeting the Public; The Social Side of Business.

WHITE, A. T. *All About Great Rivers of the World*. New York 22: Random House. 1957. 150 pp. \$1.95. In this book, the author reports on five of the world's mightiest streams—the Nile, the Amazon, the Yangtze, the Volga, and the Mississippi. Vividly she tells how these rivers have developed through the ages and how each one has affected the land and people along its banks. The story of a river is a thrilling story of channels that change and shift, of people whose way of life depends upon the river, of crocodiles and hippopotamuses basking in the jungle-swamps of the Nile, of howler monkeys screaming in the rain forest along the Amazon, and Chinese rivermen struggling to get their fragile boats through the deadly rapids of the Yangtze.

WHITE, DALE. *Gifford Pinchot: The Man Who Saved the Forests*. New York 18: Julian Messner, Inc. 1957. 192 pp. \$2.95. Gifford Pinchot's fight to save America's timberlands led to the establishment of the United States Forest Service and the first conservation program in our history. As a child of wealth, he roamed his parents' Pennsylvania estate through miles of woodlands and imagined he could talk with the trees about which he felt strangely protective. During all the years of growing up, his love of trees and woods persisted, and he knew that he wanted a career that had something to do with forestry. He graduated from Yale, and because no one in American knew very much about conservation and reforestation, he went to Europe to get firsthand information.

He realized that the tide of western expansion had stripped thousands of acres all the way to California and Oregon; that our forests were being devastated faster than seedlings could replace them. By 1890 our fast-growing nation was consuming wood for housing, furniture, fuel, and railroads at such a rate that catastrophe lay ahead. Gifford Pinchot became the first American to take an active interest in saving our trees and in awakening America to this colossal waste.

Traveling at his own expense, he made surveys for the U. S. Department of Agriculture. Then as Chief of the Bureau of Forestry, he had the staggering job of bringing six hundred million forest acres under proper management. His long-range plan for controlled grazing proved invaluable to the ranchers and sheepmen of the West. Because he fought to prevent greedy interests from controlling our resources, hostile factions sprang up everywhere. But his close friend and powerful ally, President Theodore Roosevelt, helped develop Pinchot's conservation program and alerted the nation to the perils of waste. To encourage other young men with similar interests, Gifford Pinchot established a school of forestry at his Alma Mater, Yale University. And as Governor of Pennsylvania, he instituted remarkable reforms.

WHITNEY, P. A. *Mystery of the Green Cat*. Philadelphia 7: The Westminster Press. 1957. 208 pp. \$2.75. The marriage of newspaperman Roger Dallas and Mrs. Emily Spencer brings together four young people: Andy and Adrian, thirteen-year-old sons of Roger Dallas; and Emily Spencer's two daughters, Jill, twelve, and Carol, eight. The boys resent their father's remarriage and are hostile to their stepmother and the two girls. After several trying episodes, Andy decides to compromise and make the best of the situation, but Adrian's sensitivity keeps him rude and unfriendly.

A diversion brings a new development in the family's problems. There are some exciting rumors about the people who live in the old Victorian house next door. Roger Dallas even suggests that there might be a mystery locked behind its forbidding walls. When a rock shatters a window in the girls' room and a

strange note about a green cat is found, Jill and Andy decide to investigate. Jill meets Hana Tamura, a Japanese girl whose parents work for the people in the mysterious mansion. Hana has been forbidden to be friendly with anyone in the neighborhood, and when Jill asks about the green cat, the effect on Hana is electric. One thrilling adventure follows upon another and Andy and Jill make some startling discoveries.

WINSLOW, O. E. *Master Roger Williams*. New York 11: The Macmillan Company. 1957. \$6. Roger Williams not only had an enormous impact on his own era in England in Colonial America, but he also voiced in ringing terms many of the democratic principles by which America has come to live. Generations after he founded the Rhode Island colony, his principle of "Soul-freedom" was built into the America way of life.

The author has recreated his stormy life against the social, religious, and political background of his time—his banishment from Massachusetts, the public burning of his book, and his lifetime devotion to the principles he proclaimed as the inherent right of all men. Primarily a thinker who rebelled against the orthodoxy of his time, Roger Williams is presented here as an intellectual pioneer, not merely a frontiersman who cleared the forest.

YERBY, FRANK. *Fairoaks*. New York 16: The Dial Press, Inc. 1957. 409 pp. \$3.95. In *Fairoaks*, the author tells the story of Guy Falks, Southern aristocrat who, without knowing it, lived a lie so gloriously that in the end he made it come true. But this new novel tells the story of the vast Southern plantation, Fairoaks, of the four generations of angry men and loyal women who were willing to make any sacrifice for its possession, and of slavery and the trade in human lives.

Most of all, this is Guy Falks' story. Born of a hill-slattern and of roaring, blustering Wes Falks, who was too much a man for his own good, Guy is driven by the twin furies of ambition and revenge. It takes eighteen long years and many thousands of miles of weary travel before Guy's search for wealth and justice is done. The search takes him into the dreaded slave trade where he wins his fortune and nearly loses his sanity, but for Beeljie, the Arabian slave girl whom he learns to love despite her race, and despite his promise of marriage to his lovely, blonde cousin, Jo Ann.

But Africa cannot keep Guy from Fairoaks and he returns to find that Jo Ann has been as disloyal in her way as Guy in his. To assuage his grief, he turns to Guilietta, the great opera singer, with whom he wanders the earth for three years, enthralled by her beauty and her matchless voice.

YOUNG, J. L. *Course in Making Mosaics*. New York 22: Reinhold Publishing Corporation. 1957. 60 pp. \$3.50. This book is an introduction to the art and craft. An introduction presents a short history of the development of mosaics. Beginners are then instructed as to the tools and materials used, by direct and indirect methods, instruction is given concerning their uses. To this are added suggested projects for the home and family and descriptions of how to cut and make a wall panel. For the professional, there is information on making a cartoon and a mural, with examples of mosaic murals. The work of two outstanding mosaicists, Gino Severini and Juan O'Gorman, is discussed.

YOURCENAR, MARGUERITE. *Coup De Grace*. New York 3: Farrar, Straus, and Cudahy, 101 Fifth Avenue. 1957. 157 pp. \$3. Flanking Russia's outlet to the Baltic Sea lie the countries known before the First World War as the Baltic Provinces, once made up chiefly of vast landed estates controlled by

a feudal aristocracy. In the mixture of luxury and primitive living typical of such domains, Erick von Lhomond passed the happiest part of his boyhood in the home of Baltic relatives, the family of the Count of Reval. Called back to Germany for officer's training just before the fall of the Imperial Regime, Erick is too young to fight in the German army before its enforced demobilization, but promptly seeks service under German generals who volunteer in the cause of White Russia against Bolshevism. Thus he makes his way back to the Reval estate, now ravaged by civil war. Here he rejoins Conrad, the friend of his youth, and Conrad's sister Sophie beautiful and bitter in the few years of wartime experience. The return of Erick arouses true passion in her, to which he does not respond, but a strange, anguished intimacy grows up between them in the barracks-like existence which the war has forced upon the whole household. Stunned by the belated revelation of Erick's feeling for Conrad, Sophie flees to the opposite camp in a desperate attempt at renunciation. Captured after some months by Erick's troops, she faces death in a scene of brilliant power.

Pamphlets for Pupil-Teacher Use

About the Ford Foundation. New York 22: The Ford Foundation, 477 Madison Avenue. 1957. 32 pp. Free. Provides general information about the organization and activities of the Foundation and the independent, nonprofit corporations it has established. Another of its publications, *The Difference It Makes* (32 pp.), describes the Foundation's program of aid to voluntary hospitals. The *Annual Report* describing activities from October 1, 1956 to September 30, 1957 is tentatively scheduled for publication in January 1958.

Annual Report—1956-57. Evanston, Illinois: Evanston Township High School. 1957. 86 pp. Each year the Board of Education of District 202, in accordance with the state law, makes its annual report to the citizens of Evanston. Originally the purpose of this report was primarily financial—to explain to Evanston taxpayers the use made of taxes collected for school purposes. The report has grown, however, to include an explanation of both the curricular and extracurricular programs of the school, as well as a number of other features interesting to the public and to high schools, colleges, and universities in the United States.

Each year one or more of the departments of the school are featured in a series of special articles. This year the science department is explained in detail. The *Report* is presented in two parts. The first division consists of a series of articles on the academic and extracurricular programs of the school, articles that will be of special interest to citizen readers. The second division is devoted to material primarily of a reference nature.

ATKINS, W. H. *Career Choice—When?* (4 roles). New York 17: Occu-Press, 489 Fifth Avenue. 1957. 12 pp. 50¢. A socio-guidrama for high-school assembly use in which the father tries to impress his ideas on his boy's choice of an occupation. Also available from the same source are the following three other plays: *Every Kid's Got One* (Should parents give their child everything he wants?—7 roles), *Too Young To Date* (Parents and daughter disagree—7 roles), and *Timid Teen* (Shyness hampers students social activities—5 roles).

Australia in Facts and Figures. New York: Australian News and Information Bureau. 1957. 72 pp. An official summary of Australian policy, economy, and administration during the first quarter of 1957.

Automation, Its Meaning for Educational Administration. New York: Bureau of Publication, Teacher College, Columbia University. 1957. 64 pp. \$1.50. This is the report of the tenth annual meeting of the National Conference of Professors of Educational Administration. Includes three papers presented, one of which is "Automation—Implications for Schools" by John H. Fisher, Superintendent of Schools, Baltimore, Maryland.

BROWN, N. C. *Forestry.* Cambridge 38, Massachusetts: Bellman Publishing Company. 1957. 32 pp. \$1. Includes material on the history of the occupation, qualifications for employment, training required, methods of entry, opportunities for advancement, earnings, general trends, and sources for additional information. Many other pamphlets on other occupations or industries are available from the same company. Each pamphlet follows the same outline of information.

Bulletin of Information—1957-58. Princeton: College Entrance Examination Board, Box 592 or Los Angeles 27, California, Box 27896. 1957. 40 pp. Gives information as to dates of the 1957-58 testing program on scholastic aptitude and on subject achievement; tells how to register, explains fees, describes tests, as to type and how conducted; and lists colleges which receive large numbers of reports of scores on the College Board tests.

Common Sense Preparedness. Montclair, New Jersey: The Economics Press, Inc., P. O. Box 460. 1957. 20 pp. Free. Discusses what to do in case of an atomic attack.

Constitution, By-Laws, and Recommendations of the Massachusetts Secondary-School Principal's Association. Beverly, Massachusetts: Frederick H. Pierce, Executive Secretary, 3 Broadway. 1957. 24 pp. Includes athletic rules, and code of ethics.

A Control Program for Motor Vehicle Fleets. New York 38: Association of Casualty and Surety Companies. 1957. 24 pp. Free. Discusses specific problems confronted by those in charge of vehicle drivers.

Directory of Accredited Institutions and Operating Criteria. Washington 5, D. C.: Warren Breener, Executive Secretary, 417 Homer Building, 601 13th Street, N. W. 1957. 24 pp. The 1957-58 official lists of business school accredited by the Accrediting Commission for Business Schools. Also includes criteria for accrediting

DVORAK, E. A. *Review of Research in Business Education.* Bloomington: Indiana University Bookstore. 1957 (September). 110 pp. \$1. A review of research completed by the Department of Business Education and Office Training, Indiana University, for the years 1946-56. Includes abstracts of 39 studies of which 16 are on business education, 11 on higher education, nine on business, and three on economics education. Thirty of these were doctoral studies and nine were master's.

Educational Aids for Schools and Colleges. New York 17: Education Department, National Association of Manufacturers, 2 East 48th Street. 1957. (September). 24 pp. Free. An annotated list of publications and other materials available through NAM.

English Language Arts in California Public High Schools. Sacramento: California State Department of Education. 1957 (September). 47 pp. Presents information concerning certain aspects of English programs in California high schools, including enrollments, course requirements, teaching load of

English teachers, curriculum practices, and the teaching of literature and composition.

An Exploration of the Junior High-School Program. St. Paul, Minnesota: St. Paul Public Schools. 1957. 24 pp. Describes some of the characteristics and needs of junior high-school pupils and discusses the program of studies offered to meet these needs.

FRYE, W. R. *A UN Peace Force?* New York 16: Public Affairs Committee, 22 East 38th Street. 1957. 28 pp. 25¢. This discusses the provocative topic whether or not to organize a permanent "police force for peace" within the UN organization. Two beliefs inspired this study. First, that the UN's success in using a small "police" force in the Middle East last autumn might open new avenues for strengthening the United Nations. The second belief was the evident necessity to explore ways and means of keeping "bruah fire" hostilities between small nations from engulfing the superpowers and engaging their superweapons.

GALLAGHER, J. R. *Personal Fitness.* New Brunswick, New Jersey: National Council Boys Scouts of America. 1957. 80 pp. 25¢. Gives the Boy Scouts of America's stand on the subject of personal fitness.

Garden City Adult School. Garden City, New York: Board of Education. 1957. 20 pp. Lists and describes 73 courses available as electives in an 8-week (one session per week) adult education program. Also include registration information. Registration fee is \$4 per 2-hour course.

Gateway to Learning. Washington 6, D. C.: Department of Audio-Visual Instruction, National Education Association, 1201 Sixteenth Street, N. W. 1957. 16 pp. This pamphlet and *A Crisis in Education* (4 pp.) are designed primarily for the lay public. A slide set with recorded narration entitled *The Case of the Curious Citizens* is also available. The "curious citizens" are two who came to school to find out how their children were being taught. They see for themselves the broad range of materials being used.

Goals for Boys in Physical Fitness. New York 16: Boys' Club of America, 381 Fourth Avenue. 1957. 24 pp. Contains the organizations' standards of accomplishment program and descriptions of activities to test physical fitness. Also available from the same source are descriptions of this phase of the organization's program under the title of *What Can Boys' Clubs Do About Physical Fitness?*

GRAMBS, J. D. *A Guide to School Integration.* New York 16: Public Affairs Pamphlets, 22 East 38th Street. 1957. 28 pp. 25¢. Endeavors to set forth the principles of successful desegregation both in terms of the community and the school. This booklet should be useful to teachers, school administrators, school boards and others in the community who are concerned with the desegregation problem. It outlines preparatory action in the community and sets forth the responsibilities of the schools themselves in easing the transition from segregation to integration.

HAND, H. C. *Black Horses Eat More Than White Horses.* Urbana: The Author, School of Education, University of Illinois. 1957. 16 pp. The author replies to some of the critics of the high school—including Bistor's article in the *U. S. News and World Report*. This is a reprint from the Summer, 1957, issue of the *Bulletin of the American Association of University Professors*.

HARRIS, R. P. *Our Community.* New York 11. The Macmillan Company. 1957. 120 pp. \$1.28. A pupil's text-workbook designed to guide him through a

detailed study of the community in which he lives. Emphasis is placed on pupil activity and initiative in identifying problems, finding information, and reaching conclusions. Organized under 35 units with an achievement test at the end of the workbook.

HILL, P. J. *Check List for a Healthful and Safe School Environment*. Sacramento: California State Department of Education. 1957 (September). 59 pp. An instrument for use in evaluating various phases of the environment, such as site, play area, building, lighting, heating and ventilation, noise control, water, handwashing and toilet facilities, fire prevention and drill, health service facilities, gymnasiums, athletic play areas, locker rooms, swimming pools, science laboratories, school shop, auditorium and stage, maintenance of buildings and grounds, school bus, etc.

LODGE, HENRY CABOT. *You and the United Nations*. Washington 25, D. C.: Supt. of Documents. 1957. 44 pp. 25¢. The U. S. Representative to the UN answers 25 questions about the UN.

LOTH, DAVID. *The Story of Woodrow Wilson*, revised edition. New York 21: Woodrow Wilson Foundation, 45 East 65th Street. 1957. 56 pp. Free. Relates to Mr. Wilson's career from childhood to President and international statesman, highlighting his domestic and foreign policies. It stresses the results of his efforts for world peace up to the establishment of the United Nations in 1945. A special program section has been added to assist libraries, schools, study groups, and organizations requesting additional aid and information. The section includes a bibliography; a chronology of important dates; suggestions for school and other programs; quotations from Wilson's famous speeches; and a list of free printed materials, including four discussion guides. In addition, a description is given of the Foundation's half-hour documentary film: *Woodrow Wilson—Spokesman for Tomorrow*. The film has been seen in more than a hundred cities over television, and is available to schools and other public service groups.

MANNING, LUCY. *Why Child Labor Laws?* Washington 25, D. C.: Supt. of Documents. 1956. 24 pp. 15¢. Brings previous edition up to date and reflects current thinking and developments in the field of child labor regulation.

MARTORANA, S. V., editor. *Coordinating 2-Year Colleges in State Educational Systems*. Washington 25, D. C.: Dept. of Health, Education, and Welfare, Office of Education, Division of Higher Education. 1957. 90 pp. A report of the proceedings of a conference held by the U. S. Office of Education, Division of Higher Education, on the subject of coordinating 2-year colleges in state educational systems. Many questions are currently being raised about the role of the 2-year colleges in American education and the relationships they hold to other levels of education. This report may be of help in answering such inquiries.

Mathematics for the Consumer. Philadelphia: Board of Public Education. 1957. 70 pp. A guide to the teaching of *General Mathematics* for grade 10.

MOORE, C. F., JR. *Industrial Arts—Education for Modern Living*. Dearborn, Michigan: Ford Motor Company. 1957. 8 pp. Free. An address given before the Achievement Award winning students and their teachers at the 1956 Ford Industrial Arts Awards Banquet in Dearborn.

Official Handbook of the New Mexico High School Activities Association. Las Cruces, New Mexico: S. H. Mosley, Principal of Union High School. 1957. 72 pp. Contains constitutions and by-laws of the Athletic Association, of the

Coaches Association, of the Music Educators Association, of the Officials Association, and of the Speech Association.

The One Voice That Speaks to Millions, Instantaneously. New York 20: National Broadcasting Company, 30 Rockefeller Plaza. 1957. 38 pp. In 1956 the National Broadcasting Company broadcast more than 1,000 one-minute TV announcements and 2,600 one-minute radio announcements on behalf of more than 100 different public service projects which reached some 12 billion viewers and listeners and would have cost sponsoring agencies nine million dollars. This booklet casts some light on the networks' contribution to worthy causes. Although concerned only with NBC, the booklet may be regarded as typical of the cooperation and dedicated service extended by all networks.

Overcoming Obstacles in Discussion and Current Affairs. Middletown, Conn.: Junior Town Meeting League, Wesleyan University. 1957. 32 pp. Single copies free. Inertia toward the teaching of current affairs and the use of discussion techniques is examined keenly, but interestingly. This booklet describes ways to overcome certain obstacles which handicap or retard the use of discussion of current affairs in our schools. Chapters deal with overcoming such obstacles as: fear of school or community reaction; the teacher's fear of insufficient knowledge; lack of class time; lack of skill in using the discussion method; absence of school policy or curriculum emphasis; etc.

PLATIG, E. R. *Our American Foreign Policy.* Chicago 10: Foreign Relations Project, 57 West Grand Avenue. 1956. 75 pp. One of a series of booklets on foreign relations for high-school use prepared by the North Central Association of Colleges and Secondary Schools. Others included in this series are: *Our Changing German Problems* by H. C. Deutch (1956. 64 pp.), *Chinese Dilemma* by J. P. Armstrong (1956, 64 pp.), and *American Policy and the Soviet Challenge* 1957. 64 pp. by the Foreign Relations Staff.

The President's Committee on Education Beyond the High School. *Report of the Mid-Atlantic Regional Conference.* New York 3: New York University, Washington Square Center. 1957. 38 pp. This booklet contains the conclusions reached by participants at the conference, the texts of the two keynote addresses, the conference program, and photographs of speakers. Taking part were 300 educators and laymen from Delaware, New Jersey, New York, Pennsylvania, Puerto Rico, and the Virgin Islands. The conference was one of five such "grass roots" meetings held throughout the country this year. Results of these meetings were submitted to the President's Committee, which recently published its report. Participants at the Mid-Atlantic Conference were concerned with all forms of post-high-school education. Among the specific topics they considered were the diversity of educational opportunity, adult education, ways and means by which all persons can acquire training according to their abilities and the community's needs, the role of government, and institutional resources.

President's Committee on Employment of the Physical Handicapped. *Minutes of the Annual Meeting—1957.* Part I, "General Sessions," 87 pp. Part II, "Discussion Sessions," 115 pp. Washington 25, D. C.: The Committee. 1957. Part I contains the addresses given at the general sessions of the 1957 annual meeting of the committee which a large number of participants attended. Part II contains the discussions of the three concurrent sessions and the concluding summaries.

Program Activities of the National Science Foundation. Washington 25, D. C.: National Science Foundation, 1520 H Street, N. W. 1957. 16 pp. Outlines current programs of the Foundation.

Questions and Answers About UNESCO. Washington 25, D. C.: U. S. National Commission for UNESCO, Department of State. 1957. 26 pp. Answers questions about the history, procedure, and activities of the organization.

Scouting in Public School. New Brunswick, New Jersey: National Council Boy Scouts of America. 1957. 73 pp. Prepared to further increase mutual appreciation of the objectives of the Boy Scout organization and to show the way toward greatly increased cooperation, nationally and locally—includes examples of school-scouting cooperation.

Spring Meeting Proceedings. New York 27: College Entrance Examination Board, 425 West 117th Street. 1957. 40 pp. Includes report of the director, minutes of the April 3, 1957, meeting, budget, etc.

STRATEMEYER, C. G. *Civil Defense Education thru Elementary and Secondary Schools.* Battle Creek, Michigan: Federal Civil Defense Administration. 1957. 37 pp. Single copies free, supply limited. Produced under an NEA contract with the Federal Civil Defense Administration, this publication is another example of the many kinds of activities, projects, and services in which the NEA National Commission on Safety Education is constantly engaged. As in this case, it very frequently cooperates with other groups to develop professional materials for schools in behalf of the many and varied areas of safety education. The publication discusses Civil Defense and the schools' responsibility in it.

A Teacher's Guide to the P.T.A. Chicago 11: National Congress of Parents and Teachers, 700 North Rush Street. 1957. 80 pp. 50¢. Information about the organization, its activities, and its accomplishments.

THORNTON, R. D. *Developmental Reading in Texas Secondary Schools.* Austin: Texas Study of Secondary Education, 2207 Nolen Street. 1957 (June). 29 pp. 50¢. An analysis of the answers to a questionnaire on developmental reading programs in Texas high schools.

Understanding Children Through Informal Procedures. Laramie: The Curriculum and Research Center, College of Education, University of Wyoming. 1957. 47 pp. 75¢. Discusses ways in which this can be done.

WINANS, S. D. *Administrative Problems in New Jersey Public School Districts, 1956-57.* Trenton 25: New Jersey State Department of Education, 175 West State Street. 1957. 27 pp. Data concerning teacher supply and demand in the state for the school year 1956-57.

WINSLOW, ANNE, editor. *Issues Before the Twelfth General Assembly.* New York 27: Columbia University Press, 2960 Broadway. 1957. 185 pp. 25¢. The present session of the Assembly is likely to witness some uneasy and anguished soul-searching. Hungary and Suez ignited chain reactions leading in many directions. What is the role of the Great Powers today? What are the rights and duties of the majority? What effective sanctions can the Organization impose on offenders? And how can it attain a justice that does not penalize the law-abiding while the outlaw goes unscathed? These questions are reflected in the discussions not only on Hungary and Suez, but also on the whole gamut of concerns, and they will undoubtedly be made even more explicit in the months to come.

Yearbook of Railroad Information. New York 6: Eastern Railroad Presidents Conference, 143 Liberty Street. 1957. 102 pp. Presents a summary of railway operations for a number of years—mostly statistics of Class I railroads.

News Notes

COLLEGE DIPLOMAS TOO CHEAP, FORTUNE FINDS

Students Pay Only One-Third Cost of Instruction

U.S. higher education is an enormous charity and the people who chiefly finance it are the teachers reports *Fortune* magazine in its September 1957 (pp. 161-63 ff.) issue. Though board and lodging are usually charged for at cost, an insignificant number of the three million current college students, even at the most expensive institutions, pay the full cost of their instruction. While fees in fiscal '57 were on the average at least double what they were in 1940, the \$1 billion total still covered only one third of the costs of instruction. At private institutions (42.9 per cent of enrollment in 1956) standard discounts from costs average about \$500 a year per student, while those at state institutions average about \$300.

Half of All Teachers Earn Less Than \$5,600

It is the college teachers who make this contribution "by an amount more than double the grand total of alumni gifts, corporate gifts, and endowment income" by working for shamefully low pay. Half of all faculty ranks, says *Fortune*, earn below \$5,600. Although state institutions offer better salary levels than private ones, a full professor's salary at the average large state university in 1954 was only \$7,000, less than that of a locomotive engineer. Moreover, while college teachers' purchasing power rose 12 per cent between 1940 and 1956, that of industrial labor rose 64 per cent, that of doctors 96 per cent. Since 1970's instruction budget alone is expected to rise to somewhere around \$6 billion—twice the present figure—as enrollment totals double, how to pay for it is higher education's major problem.

Study Now—Pay Later

One promising solution, says *Fortune*, is receiving more and more attention. It is to introduce installment paying and credit into higher education on an order of magnitude never tried before. Although students now raise only 1.5 per cent of their funds through borrowing. It has been demonstrated that borrowing becomes more popular when colleges have substantial loan funds, make them broadly available at low interest and for long terms, and promote their use. Today, a college education is an investment that adds an average of \$100,000 to graduates' lifetime earnings. There is no good reason why U.S. colleges—and teachers—should provide this benefit at a loss. "A loan system that would make higher tuition fees possible would cause a substantial change for the better in the economics of higher education. And something will have to be changed if the system is not to be submerged by 'the oncoming tidal wave of students,' with a resulting general cry for Federal rescue" states *Fortune*. Readers of this article might rightly raise the question as to why the Federal government should not share in the cost not only of higher education but also in the cost of education below the college level.

SELECTED READINGS

Following are some articles that have appeared in recent educational journals. One or more may be of particular interest to you.—"7 Easy Steps to Better Public Relations in Your High School" by Charles L. Morrill, *The*

School Executive, September 1957, pp. 74-76; "Competitive Sports Below the 10th Grade?" by C. L. Wear, *The School Executive*, September 1957, pp. 78-79; "Organization Is More Than a Line Chart" by Francis G. Cornell, *The School Executive*, September 1957, pp. 83-86; "Centralize for Better School Lunches" by Edith M. Cushman, *The School Executive*, September 1957, pp. 173-176; "Schenectady Builds a Comprehensive High School" by F. Lee Cochrane and Emmit Ingram, *The School Executive*, September 1957, pp. 58-71; "Merit Rating on Trial," *School Board Journal*, September 1957, pp. 27-29; "Industrial Leaders Can Improve Our Science Programs" by R. N. Taylor and W. G. Patterson, *School Board Journal*, September 1957, pp. 30-32 ff.; "Discipline" by J. W. Bell and A. S. Green, *School Board Journal*, September 1957, pp. 36-37 Basic Data on I.Q. and Achievement Tests" by M. C. S. Noble, Jr. and Henry Wertz, *School Board Journal*, September 1957, pp. 39-43; "What About Teacher Evaluation?" by Emery Stoops and James R. Marks, *The School Executive*, September 1957, p. 97; "Utah's Merit Study—Its Progress and Procedures" by Don A. Orton, *The School Executive*, September 1957, pp. 98-99; "Citizens Join Merit Research Bandwagon" by Amelie Rothschild, *The School Executive*, September 1957, pp. 100-101; "How New Zealand (Australia) Merit Rates Its Teachers" by Anthony H. McNaughton, *The School Executive*, September 1957, pp. 102-104; "Fitness Through Outdoor Education" by Julian W. Smith, *Journal of Health, Physical Education, and Recreation*, September 1957, pp. 10-11, (most of this issue of the *Journal of Health, Physical Education, and Recreation* is devoted to physical fitness); October 1957 issue of *School Activities* has pros and cons of 1957-58 debate topic, pp. 49-53; "The Year-Round School" (a panel discussion), *School Life*, October 1957, pp. 8-10; "Current Practices in Texas Student Councils in 1956" by Dexter L. Riddle, Spring 1957 issue of *Texas Journal of Secondary Education*, pp. 20-39, (James W. Reynolds, 321 Sutton Hall, University of Texas (Austin), 35¢; College Level Chemistry for Gifted High School Students" by Donald B. Summers, *The Science Teacher*, September 1957, pp. 220-224; "Salaries of Junior College Teachers and Administrators in the United States for 1956-57" by C. C. Colvert, *The Junior College Journal*, September 1957, pp. 35-43, (American Association of Junior Colleges, Publishers, 1785 Massachusetts Ave., N. W., Washington 6, D. C.); "The Crisis Before Us" by Walter Reuther, *Personnel and Guidance Journal*, September 1957, pp. 4-9; "National Trends in Teaching High School English" by Arno Jewett, *The English Journal*, September 1957, pp. 326-329.

ASSEMBLY PROGRAMS

Quite a few high schools, in planning their assembly programs for the school year, secure outside speakers for one or more programs. *Program Associates, Inc.*, 526-528 First National Bank Building, Utica, New York, for a number of years have been providing speakers for these programs as well as for other occasions. More than 48 program speakers are available this school year through this service. Complete information concerning their services can be secured by writing to the above address.

THE 1960 WHITE HOUSE CONFERENCE

The Children's Bureau has sought the advice of three National groups on a theme for the 1960 White House Conference on Children and Youth.

Last September, representatives of the Council of National Organizations, the National Council of State Committees on Children and Youth, and the Interdepartmental Committee on Children and Youth met with Bureau officials to advance suggestions for the Conference. Their suggestions will be given to the National Advisory Committee on the 1960 White House Conference, to be appointed by the President. Other meetings, with other national organizations which have programs touching on children and youth, may be held later in order to provide further background information for the National Advisory Committee. The White House Conference on Children and Youth is held every ten years at the call of the President. The 1950 White House Conference, which more than 5,000 persons attended, focussed on the theme "A Health Personality For Every Child."

STATISTICS FOR SCHOOLMEN

Graduates of engineering schools are being hired at a starting (average) salary of \$473 a month.

* * *

The average family income in the United States during 1956 was \$4,800.

* * *

More than 10,000 orphans of veterans have applied for schooling rights under the War Orphans Education program, approved by Congress one year ago.

* * *

The latest count by the U. S. Office of Education (1954) shows that 63,000 school districts operated 137,000 elementary and secondary schools.

* * *

City School systems vary sharply in the amounts they spend for the education of a pupil. In some cities the annual expenditure per pupil is as low as \$105; in others, the figure is as high as \$689.

* * *

Each person 15 years and older (on a per capita basis, that is,) consumed 12 pounds of tobacco in 1956. In 1880 the average was only 5 and a half pounds.

* * *

The chances of enrolling in Yale as a freshman this year are one to three and a half. Only 1,000 boys were accepted from the 4,500 who had applied.

* * *

Canada sent more of its students to the United States last year than any other country; namely, 5,379. China was next, with 3,055 students attending colleges and universities under the educational exchange programs. Total number of foreign students during that year: 40,666.

ASSEMBLY PROGRAM SURVEY

James W. Whitlock, a member of the Tennessee Legislative Council, Nashville, reports, in October 1957 issue of *School Activities* (pp. 55-58) a survey of types of assembly programs. An analysis of the reports from 343 high schools that responded shows the content of their assembly programs as follows:

Bible readings used in the assembly programs by 55% of the school; Music by 88%; Athletic "Pep" programs by 86%; Outside Speakers by 89%; Plays & Dramatic Programs by 90%; Programs to recognize Student Achievement by 89%; Special Day & Events by 79%; Assembly Agencies by 52%; Exchange Program with other Schools by 46%; Programs arising out of Student Council activities by 74%; Commercial programs (business & industrial organizations, etc.) by 39%; and Civic or Service Organization presenting by 30%. Assembly program demonstrating classroom activities are included in above listings.

AUDIO-VISUAL AIDS

More and more audio-visual aids are being prepared today for use as supplementary instructional material by the classroom teacher. The Pennsylvania State University, University Park, Pennsylvania, provides descriptive material of recently released aids in this area. Included in this material of films and slidefilms are the following mimeographed announcements: *Journalism Films* (3 pp.); *Films for Mathematics* (5 pp.); *Science Motion Pictures for Seventh and Eighth Grades* (8 pp.); *Science Motion Pictures for Ninth Grade* (4 pp.); and *Films for High-School Biology* (5 pp.). These listings contain suggestions as to films, etc. that are useful for specific units of study. They are then keyed to the university's 1957-58 catalog edition which gives information as to their availability. Also available from the same source is a periodic *Newsletter* which lists and annotates new audio-visual materials as a supplement to the catalog.

THE 1958 MARCH OF DIMES

The year 1957 gave dramatic confirmation of the effectiveness of the Salk vaccine. New cases of polio were way down, with about 7,500 predicted for the year. But for the National Foundation for Infantile Paralysis there was still a *big job* to do; namely, continuing help to the thousands upon thousands already disabled and seeing to it that lives saved were made worth living. There are today in the United States 300,000 persons who have had paralytic polio. It is estimated that one in three of these—or 100,000 patients not already provided for—could benefit from rehabilitation services. That's why survival is not enough. This is a continuation of what has been called "The Forward Look at the Polio Patient," a program which chapters have been promoting for the last year. It is the big reason for the 1958 March of Dimes consuming the largest amount of money (\$21,000,000) out of the \$44,900,000 needed in 1958.

Over 80,000,000 persons under age 40 it is hoped will have had at least one shot by December 31. This compares with 45,000,000 by the end of 1956. Of the 80,000,000 who have started their series, more than 35,000,000 will have received the necessary *three* shots, while 29,000,000 will have received no vaccine at all. Recent studies indicate that the vaccine is effective in preventing paralysis as follows: 65% with one shot, 80% with two shots, and 90% with three shots. Since 98% of all paralytic polio occurs in people under 40 years of age, of whom there are 109,000,000 in the nation, vaccination is recommended for everybody, but especially those under 40. There appears to be no "herd immunity" conferred by vaccination. Other people's protection, natural or induced, does not prevent them from being unknowing carriers and infecting the unprotected. Therefore, everyone must get his own series of shots.

Net receipts of the 1958 March of Dimes will be between national headquarters and chapters as follows: 25% of net receipts will be forwarded to a new Medical Aid Fund at national headquarters. This Fund will provide for advances during 1958 to chapters needing funds for technical equipment and for the support of respiratory and rehabilitation centers. The remaining 75% will be divided, 50-50, as in the past, with half the money staying in the county where raised to assist local patients and the other half being used by national headquarters for research, professional and public education, vaccination promotion, and research in development of a new program.

BOOKS ON RECREATION

Educators who are interested in or concerned with any phase of recreation will find much material of value in the latest copy of AGBOR (A Guide to Books on Recreation), published by the National Recreation Association. This list of books (all conveniently available through the Association, a non-profit service organization) comprises what may be the most comprehensive center of books on recreation available. This second edition of AGBOR contains more than 850 titles from 125 publishers. AGBOR has the list of books broken down into 37 convenient categories, comprising everything from program planning, organization, and administration, through special headings for hobbies, play production and techniques, and activities for holidays. Copies of AGBOR are available upon request. Write the National Recreation Association, Department ED, 8 West Eighth Street, New York 11. Enclose 25 cents to cover handling and mailing.

Vice-President Richard Nixon presided over the first meeting of the Citizens Advisory Committee of President Eisenhower's Council on Youth Fitness, held at the United States Military Academy, West Point, New York. In his opening remarks, the Vice-President told the 100 members and 50 observers that he was vitally interested in the program of fitness and trusted the two-day deliberations would develop a blueprint for future action.

He pointed out that, in his travels through 40 countries, he had observed the youth of other nations and he was certain that the youth of this country have better nutrition, better education, better clothes, and better health than any other country in the world. At the same time, he warned, there is a need to recognize what is happening technologically in this country and to gear our physical education and recreation programs so that the youth of the country will not only have the knowledge and skills but also the desires to achieve and maintain fitness. He stressed the need for more and better physical education facilities, more well prepared and competent teachers and leaders, and programs of activities that provide vigorous activities for all boys and girls regardless of their skill. He felt that activities with carry-over value should not be neglected in our school programs.

Group Discussion Topics

Following the Vice-President's challenge, committee members divided into six groups to discuss (1) Youth fitness and special interest organizations, (2) Youth fitness facilities and programs, (3) Harnessing community resources for youth fitness, (4) Leadership for youth fitness, (5) Youth fitness research, (6) Telling the youth fitness story. The National Association of Secondary-School Principals was represented at this Conference by Paul E. Elicker, Executive Secretary.

Highlight of Recommendations

Some of the highlights of the group recommendations are included here to point out the general trend of discussion.

The President's Council should provide more adequate services to the increasing youth population by using its resources and influence to strengthen existing organizations serving youth.

Whenever Federal, state, or local governments provide funds for educational purposes, an adequate portion of these funds should be allocated to provide the necessary outdoor and indoor athletic, physical education, and recreation facilities.

Parents should be encouraged to assume a full share of the responsibility for physical fitness in the family. This responsibility can be in part discharged by installing, in the home or outdoors, facilities for physical exercise; for example, a chinning bar in a doorway or a basketball standard in the yard.

Communities should emphasize to their school boards the needs for planning community schools which would include facilities for community youth fitness programs during the school day and the usual after-school hours. This should include provision for maintenance after normal school hours and for proper indoor and outdoor lighting and heating of school buildings at night, on holidays, and non-school days. Swimming pools should be provided as part of the community school facilities.

There be a program in every school which not only tests the fitness of school youth but which also develops favorable attitudes toward sound body and healthy personality. This emphasis should be continued throughout the formal schooling period. Correction of physical, emotional, or mental maladjustments and defects should be attended to.

The strengthening of curriculums in areas of health education, physical education, and recreation in high schools, colleges, and universities should result in the fitness of students and the preparation of professional leaders.

There should be established an interdisciplinary research committee to facilitate development of a balanced and comprehensive program of research in the various fields required for a successful youth fitness program throughout this country.

The contribution of various sports, exercises, and activities to the development and maintenance of fitness of the whole individual as well as in particular elements needs to be more thoroughly measured on a scientific basis for both sexes at different ages.

TOMORROW'S SCIENTISTS

The National Science Teachers' Association (a department of the NEA) 1201 Sixteenth Street, N. W., Washington 6, D. C., publishes an 8-page (8½" x 11") magazine entitled *Tomorrow's Scientists*. It is a science publication for students in the junior and senior high schools. Last year was its initial appearance. It is authoritative, well written, and of real interest and help to students. It is published in two colors, eight times during the school year at one dollar for a single subscription. The rate for group subscriptions of 5 or more to one address is 50 cents each (\$2.50 minimum order), with one teacher's copy free with each group order.

ELEMENTARY-SCHOOL PRINCIPALS ANNUAL MEETING

Philadelphia, Pennsylvania, will be host to the 1958 annual meeting of the Department of Elementary-School Principals, NEA. Scheduled to open on Sunday, March 23, the conference will get under way with a general session at 3:00 P.M. The closing function will be a dinner on Wednesday evening, March 26. Pre-registration for Department members, a successful innovation of last year's conference, is again being used this year. Information about the program and registration can be secured from the National office. The *National Elementary Principal* also carries a convention preview in the December issue.

AVIATION EDUCATION

An Aviation-Education Workshop where teachers and school administrators are learning the place of modern air power in classroom teaching is being offered this semester by the School of Education of Syracuse University and the 9046th Air Reserve Group, Yorkville at Griffis Air Force Base, Rome, New York. Open to educators in the Utica-Rome area, the workshop covers many facets of flying including navigation, weather, operation of jet and rocket aircraft, flight theory and aircraft structure. Planned workshop activities include a tour of Griffis Air Force Base, a flying visit to the Air Force Museum, Wright Field, Dayton, Ohio, and experience with a ground trainer. This workshop was set up to help teachers and school administrators successfully meet the educational challenges presented them by our modern air age. The workshop meets weekly and carries three credit hours which may be applied toward an undergraduate or graduate degree.

NEW DISNEY SCHOOL CATALOG

The Educational Film Division of Walt Disney Productions announces the availability of a new 1957-58 catalog of educational films. Listing more than twenty-five subjects carefully selected because of their value to school curricula, the catalog may be obtained at no charge by writing Walt Disney Productions, 2400 West Alameda Ave., Burbank, California. All titles in the catalog are available to schools under the Disney lease/purchase plan.

FILM ON THE JAMESTOWN COLONY

Coronet Films (65 E. South Water Street, Chicago 1, Illinois) announces the release of a new film entitled *The Jamestown Colony* (1607 through 1620). This film was made at the reconstructed settings for the 350th Anniversary of the founding of Jamestown to insure accuracy and authenticity. It is a detailed and instructive teaching film, reenacting the exciting, dramatic story of America's first permanent English settlement. From the arrival of the adventurous group in Virginia in 1607 through its early setbacks to the final successful establishment of the new community it covers an important period in our history. It is an interesting story of Jamestown for pupils in the intermediate grades and junior high school. The film is 1½ reels (16 min.) in length and is available either in full color or in black-and-white. It is priced at \$150 in color and \$82.50 in black and white. Other CORONET films available in this series are *The French Revolution*, and *Audubon and the Birds of America*. Also available from the same source are: *What Do We See in the Sky?* for primary grades; *The Midnight Ride of Paul Revere*, *Transportation in the Modern World*, and *Travel in America in the 1840's* for intermediate

and junior high-school grades; and *Climate and the World We Live In*, *Grammar: Verbs and Ways We Use Them*, *Simple Plants: Algae and Fungi* and *Handel and His Music*, *Leonardo Da Vinci and His Art* for high-school use.

GUIDANCE SERIES

For a number of years Simmons College has been preparing a series of vocational guidance bulletins (4 pp.) for use in counseling young women. To date the College has prepared 32 of these—the most recent one being *A New Profession—Technical Writing*. This pamphlet discusses what a technical writer is, the extent to which technical writing as a profession has grown, women's part in this field, the interest and skills required, and what to study in high school and college as a help in preparing for this profession. Any high-school principal may have his guidance officer's name added to the college's mailing list to receive free the nine publications still in print and new ones as they come off the press by sending the name to the following address: Simmons College, Boston 15, Massachusetts.

WHY EAT A GOOD BREAKFAST?

The Cereal Institute, Inc., 135 South La Salle Street, Chicago 3, Illinois, announces the availability of a new full-color, 34-frame filmstrip for junior and senior high schools' use titled, *Why Eat a Good Breakfast?* Based on the Iowa University Breakfast Studies, this health and nutrition filmstrip visualizes the planning and supervision of this nutrition research. It also shows how the scientific tests were conducted and recorded. This unusual filmstrip was tested in many classroom through the cooperation of high-school home economics, health education, and science teachers and supervisors. Classroom discussions with students as they were shown the testing storyboards and slides helped in the development of this teaching tool. A print (as a permanent loan) may be secured for classroom use by request to the Cereal Institute at the above address for the filmstrip library.

UNIFORM LESSONS IN ENGLISH

Joseph Mersand, Chairman of the English Department of Jamaica High School, 168th Street and Gothic Drive, Jamaica 32, New York, has prepared a set of Uniform Lessons for use by the members of the English department of the high school to start the new school term. Since there has been considerable interest in these lessons from teachers outside of his school, he has offered to send single copies to those who will request them of him at the above address. He has suggested the use of uniform lessons at the beginning of the term as an insurance against loss of instruction because of the changes of programs of pupils and teachers, and also because of the frequent inability to obtain substitutes for suddenly created vacancies during the first days of the school term.

NEW EDUCATIONAL TV STATIONS

Seven new non-commercial educational stations have joined the National Educational Television network according to George L. Hall, director of development for the Educational Television and Radio Center. This will bring to 30 the number of stations in the steadily growing network. The seven sta-

tions are KTCA-TV in Minneapolis—St. Paul; WHYY-TV in Philadelphia; KOAC-TV in Corvallis, Oregon; WMVS, Milwaukee; KUED in Salt Lake City; WJCT in Jacksonville, Florida; and WETV in Atlanta, Georgia. Other non-commercial educational stations are located in St. Louis, Missouri; Lincoln, Nebraska; Andalusia, Birmingham, Munford, Alabama; Cincinnati, Ohio; Boston, Massachusetts; Columbus, Ohio; Pittsburgh, Pennsylvania; Miami, Florida; Chicago, Illinois; Chapel Hill, North Carolina; New Orleans, Louisiana; Seattle, Washington; Oklahoma City, Oklahoma; San Francisco, California; Denver, Colorado; Houston, Texas; Madison, Wisconsin, Urbana, Illinois; Lansing, Michigan; Memphis, Tennessee; and Detroit, Michigan.

COLLEGE QUALIFICATION TESTS

The Psychological Corporation, 522 Fifth Avenue, New York 36, New York, has compiled a new series of tests, the *College Qualification Tests* (CQT). These tests are a series of three ability tests developed for use by colleges in admission, placement, and guidance procedure. High-school counselors will also find the test results helpful in advising students who have college aspirations.

The characteristics of the CQT are the result of requirements expressed by a committee of psychologists and educators having responsibility for the college student at the time of entrance. Beyond attempting to provide the characteristics specified by the advisory committee, the authors and publisher of the CQT have added two more specifications: (1) that the test construction meet high standards of psychometric quality; and (2) that the tests be part of an ongoing program of research which will be reported fully, to the end that the advantages and limitations of the instruments may be well understood.

The three tests are: *Verbal* (75 vocabulary items of which 50 require identification of synonyms and 25 identification of antonyms—time 15 minutes); *Numerical* (50 items drawing on arithmetic, algebra, and geometry—time 35 minutes); and *Information* (75 items of which half deals with physics, chemistry, and biology and the other half with history, government, economics, and geography—time 30 minutes). The three tests in this series yield six scores—two each for the *Verbal* and the *Information* tests, one for the numerical test, and one for the sum of the 5 scores. The three tests have been standardized on a single population so as to make it possible to compare the student's relative abilities by the three tests. Only Form A of these tests is available to the secondary school. Additional forms are contemplated biennially. A further standardization of these on junior college freshmen is currently in progress, and a standardization at the eleventh and twelfth-grade levels will be undertaken in 1958.

The test booklets can be reused since the student places his answers on a separate answer sheet by making a heavy, black mark in the appropriate space. The tests are not difficult to administer or to score. They can be scored either by hand or by use of an IBM test-scoring machine. A separate answer sheet has been provided for each of the three tests. This is in the form of stiff, flexible cardboard into which the right answers have been punched. For full particulars write to the above address. A specimen of Form A is available for 60 cents.

EDUCATION IN TURKEY

The Turkish Information Office, 444 East 52 Street, New York 22, New York (West address—347 Stockton Street, San Francisco 8, California), has recently released a Teacher's Kit for classroom use. The kit includes *New Turkey*, a 52-page booklet which contains authentic and recent information about the Turkey of today. It is a history of Turkey, its government, its land and its people, its principal industries, its transportation and communication systems, its foreign trade, its education, and its place among the nations of the world. Another 24-page pamphlet, *Education in Turkey*, presents the historical background, theory and methods, the school system, adult education, training of teachers, and organization and administration. Included also are: a poster (22" x 34") in color for display in the classroom, and a "comic" book, *Adventures in Turkey*. This book, available in quantity for the pupils in a class tells the story of an American boy's adventures in that country. The kit is available free from the above address.

MATH AND SCIENCE ON THE INCREASE

Last year, for the first time since 1910, the percentage of high-school students enrolled in courses in science and mathematics increased over that for the previous year, according to a recent study made by the U. S. Office of Education on enrollment trends in science and mathematics. Even though the number of students enrolled in science and mathematics has steadily increased since 1910 along with the total high-school enrollment, the percentage of those studying science and mathematics has gradually declined. For example, in algebra alone, although the total number of students enrolled in this subject increased from about 500,000 in 1910 to more than 2,000,000 in 1956, the percentage of high-school pupils taking algebra decreased from nearly 56.9% in 1910 to a low of 24.6% in 1952, then increased to 28.7% in 1956.

The study shows that the percentage of public high schools offering courses in chemistry or physics at the twelfth-grade level increased from 77% in 1954 to 82% in 1956. Geometry courses offered in the tenth grade increased from 78% to 81% in the same period. The complete study on enrollment trends in science and mathematics will be published later and will be available from the U. S. Government Printing Office, Washington 25, D. C.—*College and University Bulletin* of the Association of Higher Education of the NEA.

ANNUAL REPORT VIA THE NEWSPAPER

If you've been concerned about the high cost (and limited community coverage) of your annual report, you may wish to join an increasing number of systems which are publishing the report as a special newspaper section. Topeka, Kansas, schools made the switch this year. Supt. Wendell Godwin contacted the *Topeka Journal*, received a special price (about one-half regular advertising rates) for an eight-page section with two pages in two colors. The report cost \$1300. It went into 25,000 Topeka homes. The report was devoted largely to vocational education, contained 83 photos and graphs.—*Trends in School Publication Relations*.

A NEW TELEVISION SERIES

Conquest, a new television series designed to bring to the public the thrilling and vital story of today's scientific advances and to attack the critical short-

ages in scientific education and manpower, had its premiere broadcast Sunday, December 1, 5:00-6:00 P.M. E.S.T., on the CBS Television network. The Monsanto Chemical Company of St. Louis 4, Missouri, sponsors *Conquest* from its debut until spring of 1959 as part of its current campaign to increase public interest in scientific progress and in science as a career. The new series will consist of hour-long programs produced by CBS Public Affairs with the advice and cooperation of the parent bodies of science in the United States—the National Academy of Sciences and the American Association for the Advancement of Science. Four of these programs will be broadcast in the 1957-58 season.

Each broadcast of *Conquest* will serve a three-fold purpose: to inform the nation-wide television audience of recent "breakthroughs" in all fields of science; to recognize the scientists whose research has kept and is keeping this country in the van of the world race for scientific supremacy; and to help answer the nation's ever-growing need for trained scientists by focusing national attention on young scientists of note, thus encouraging our youth to choose scientific careers. A team of top CBS news correspondents will serve as on-camera science reporters for *Conquest*, and they and the cameras will take the audience behind the scenes to learn the "who, why, and how" of each major scientific advance reported. Eric Sevareid, CBS News' chief Washington correspondent, will be host for the new series.

UNION CARBIDE SCHOLARSHIPS

Union Carbide Corporation, through the Union Carbide Educational Fund, has allotted several hundred scholarships to nearly 100 colleges, technological institutes, and universities throughout the United States. The purpose of these scholarships—which are an important part of the Corporation's cooperation with various fields of education—is threefold: (1) to help make a college education financially possible for capable students who need or deserve scholarship support, and who are interested in careers in business or industry, research, or teaching; (2) to assure larger numbers of men and women trained for future executive and administrative careers in business and industry; and (3) to encourage and give limited financial aid to a cross section of American liberal arts colleges, technological institutes, and universities. These scholarships provide the complete cost of tuition for a full, four-year academic course. In addition, reasonable allowances are provided for necessary books and fees.

Any graduate of a high-school or preparatory school in the United States, or any student about to be graduated, may apply directly to the participating colleges for a Union Carbide Scholarship. Students are eligible: (1) who have good scholastic standing and personal reputation, and who are recommended by their school authorities; (2) who intend a career in business or industry, engineering, research, or teaching and have the necessary talents and ambition for such careers, and (3) who need the financial assistance.

The selections of recipient students and the administration of Union Carbide Scholarships are entirely in the hands of the educators and administrators in the respective colleges. The selections, however, are guided by the purpose of the scholarship program—which is to give aid to qualified and deserving students. No special competitive examinations are required. For complete information write to the Union Carbide Educational Fund, 30 East 42nd Street, New York 17, New York.

COMMUNITY SURVEYS STUDY OCCUPATIONS

Research in the form of occupational surveys has been undertaken by the State Department of Vocational Education in two Nevada communities—the Reno-Sparks metropolitan area and the City of Elko. The need for such surveys was indicated during the 1956 vocational conference when the problems of establishing and maintaining training programs for the distributive occupations were studied from both the administrative and student standpoint. In the Reno-Sparks area a questionnaire was mailed to a cross-section of businesses to collect the major portion of the data and personal interviews used as a follow-up. The survey was conducted by John Caserta, Reno business coordinator. Results have just been published.

Returns show many full and part-time job opportunities in distributive and office occupations and a need for both experience and high-school training for the greatest number of these positions—significant factors to be considered in guidance and development of cooperative training programs. Employers indicated concern with job attitudes and personality traits among their employees and recommended increased emphasis of these areas in both the high-school and evening-school programs. Adult classes in salesmanship, office procedures, human relations, business letter writing, and personality development were suggested.

At the request of the Elko County Board of Education, the State Supervisors of Business Education and Guidance Services directed a community occupational survey in Elko to provide basic information for curriculum development. A local advisory committee representing the Chamber of Commerce, Retail Merchants, Employment Service, Citizens Committee, and the public schools helped in the planning. During July, more than 200 businessmen were interviewed. Results are being processed for presentation to local organizations. —*The Vocational Reflector*, Carson City, Nevada.

DRIVER EDUCATION PROGRAMS

The Association of Casualty and Surety Companies, (60 John Street, New York 38, New York) through its board of judges for the Tenth Annual National High School Driver Education Award Program has announced that twenty states have achieved the nation's top award, the *Award of Excellence*, for the extent and quality of their driver education programs conducted during the 1956-57 school year. The states selected for the Award of Excellence were: Arizona, California, Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, New York, Ohio, Oklahoma, Pennsylvania, Vermont, Virginia, and Wisconsin. *Awards of Honor* were earned by three states: Missouri, New Hampshire, and Texas. An *Award of Merit* was won by Maine. In addition, California and North Dakota were given *Special Citations* for Driver Education Attainment of their private and parochial schools in 1956-57.

This year marked another milestone in the steady growth of the Award Program when the number of students receiving classroom instruction exceeded the one million mark for the first time. In large part, this growth can be traced to 14 states now extending financial aid to high schools which conduct driver education courses of accepted standards; that is, 30 hours of classroom instruction and six hours of practice driving on the road. The states extending

financial aid are: California, Connecticut, Delaware, Florida, Illinois, Louisiana, Maine, Michigan, New Hampshire, North Carolina, Oregon, Pennsylvania, Utah, and West Virginia.

The Award Program for driver education achievement is designed to encourage a state's public schools to (a) include driver education as an integral part of the curricular offering, (b) extend their facilities so that instruction is available to all students, and (c) improve the quality of existing courses. Awards are granted to states for the purpose of: recognizing the accomplishments of local, regional, and state educational agencies as well as the accomplishments of state and other organizations which are active in this area, and to gather information in order to provide states with a national report on the progress of high-school education.

FILM SHOWS HOW HEART ASSOCIATION HELPS PATIENTS

A motion picture that shows there can be a happy solution for people with heart disease has been released by the American Heart Association and its affiliates. The film, *Take Three Hearts*, tells the stories of a housewife, a carpenter, and a school child suffering from different forms of heart disease and dramatizes the ways in which local heart associations help restore them to useful and happy living. The 16mm., 27-minute sound film, in black and white, was produced for the American Heart Association and its affiliates by Caravel Films.

The three hearts of the title belong to a discouraged housewife with high blood pressure, a carpenter who has had a heart attack and doesn't know whether he can go back to his old job, and a school child born with a heart defect. The film shows how the housewife is directed to a Heart Association's Heart of the Home work-simplification class where she learns how to apply time and energy saving principles in her own kitchen.

A Heart Association Work Classification Unit studies the carpenter's work capacity and steers him back to work as a draftsman with his old employer. Heart surgery, developed through scientific research, proves to be the answer for the little girl born with a heart defect, as her mother learns from the physicians whom the Heart Association has helped her select. *Take Three Hearts* is available from local heart associations or from the American Heart Association, 44 East 23rd Street, New York 10, New York.

NEW ART FILMS

Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, announces the release of four new art films. These subjects were produced by Patrician Films, an independent group of art education specialists whose goal is to make a significant contribution to the educational field through fine film production. One film, entitled *Make a Movie Without a Camera*, 6 minutes, color and sound, \$60, uses the technique of Norman McLaren to show how students can create a motion picture by drawing and painting directly upon exposed film or leader. The finished film is run through a projector simultaneously with an appropriate musical background, and the dots and scratchings become an amazing abstract visual experience.

Understanding Modern Art Series includes three short films, each 7 minutes in sound and color, selling for \$60 each, or \$165 for the set of three. They are:

Cubism which explains the tendencies and characteristics of the Cubist school of painting, using animated diagrams and actual paintings to help viewers understand this type of art; *Impressionism* which gives a concise and clear explanation of the basic characteristics of impressionistic art, using paintings from some of the country's top art museums; and *Non-Objective Art* which clearly establishes what this style is and how it differs from other types of painting. Attention is directed to non-objective things in nature. Outstanding examples of noted painters are shown. Complete information, rental or preview prints may be obtained by writing to Bailey Films, Inc.

THE 1957 COMMENCEMENT MANUAL

ARE you looking for suggestions in developing your Commencement Program? If so, this new manual of 224 pages contains a wealth of material of assistance in presenting not only ideas but also actual scripts and programs used by specific junior and senior high schools during their graduation exercises. Also included are a report of trends in junior and senior high-school commencements and descriptions of various practices.

Here is a book that offers you real help in the development of your commencement programs over the years. Order your copy at \$1.50 from

THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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(As of December 1, 1957)

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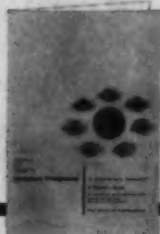
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